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Course Profiles

olic District School Board Writing Partnership

Course Profile

English

Grade 10
Applied

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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April 2000

Course Profiles are professional development materials designed to help teachers implement the new Grade 10 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Acknowledgments
Catholic District School Board Writing Teams – English

Lead Board
    Renfrew County Catholic District School Board

Course Profile Writing Team
    Mary-Lise Rowat, St. Joseph's High School (Lead Writer)
    Lori Goodfriend, St. Francis Xavier High School
    Michael Hamilton, St. Francis Xavier High School
    Roy Lalonde, Holy Trinity High School
    Norma More, St. Theresa High School

Arlene Corrigan, Bishop Smith Catholic High School (Project Manager)

Word Processing
    Cathy Leblanc, Bishop Smith Catholic High School

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Course Overview
English, Grade 10, Applied

Identifying Information

Course Developers: Lori Goodfriend, Michael Hamilton, Roy Lalonde, Norma More, Mary-Lise Rowat
Department: English
Course Title: English
Grade: 10
Course Type: Applied
Ministry Course Code: ENG2P
Secondary Policy Document: *The Ontario Curriculum, Grades 9 and 10, English*
Development Date: November 1999-February 2000
Publication Date: February 2000
Credit Value: 1

Description/Rationale

This course extends the range of key reading, writing, oral communication, and thinking skills that students need for success in all areas of the curriculum. Students will study novels, poems, magazines, and reports, and will describe, design, and produce effective media works. An important focus will be the clear and coherent use of spoken and written language. This course profile demonstrates one way in which the Grade 10 Applied English curriculum could be organized into units.

How This Course Supports the Ontario Catholic School Graduate Expectations

Catholic Education's purpose is to gradually develop the required academic skills and expectations within the context of the skills, values, attitudes, and beliefs of our Church. The goal of Catholic education is to graduate young women and men who are discerning believers, effective communicators, reflective, creative, holistic thinkers, self-directed life-long learners, collaborative contributors and responsible citizens. Language is the basis for thinking, communication, and learning. It is also a fundamental element of identity and culture. The English curriculum provides many opportunities for students to build a foundation for many of the Catholic Graduate expectations.

Unit Titles (Time + Sequence)

Unit 1	Short Stories: What's the Story	20 hours
Unit 2	Novel Study: Mining the Imagination	25 hours
Unit 3	Non-Fiction: Language in Society	15 hours
Unit 4	Poetry: The Words We Breathe	15 hours
Unit 5	Drama: The Sound and Fury	20 hours
Appendix N	Culminating Activity	15 hours

Unit Organization

Unit 1: Short Stories: What's the Story?

Time: 20 hours
In this unit students will apply a variety of strategies to read, understand, and interpret short stories and develop an understanding of the conventions and literary elements involved (e.g., plot, character, setting, theme, conflict, atmosphere). Through individual and small group learning activities, students will practise their skills. Students will revisit the writing process in a summative activity that includes peer/self editing and the creation of a final product. They will apply the skills learned in this unit to their study of other literary works throughout the course. Students will identify values embedded in literature and make informed judgments.
Ontario Catholic School Graduate Expectations: CGE1i, 2a, b, c, d, 3, b, c, 4a, b, c, d, f, 5a, c, e, f, g, 7a, b.
Strand(s): Literature Studies and Reading, Writing, Language, Media Studies
Overall Expectations: LIV.01P, LIV.02P, LIV.03P, LGV.02P, WRV.03P, WRV.04P, WRV.05P, MDV.02P.
Specific Expectations: LI1.01-08P, LI2.01P, LI3.01P, WR1.01-04P, WR2.01-03P, WR3.01-03P, WR4.01-04, WR5.01-13P, LG1.03-07P, LG2.02, LG2.07P.

Unit 2: Novel Study: Mining the Imagination

Time: 25 hours
This unit is designed to help students investigate human experience through the study of character and theme. Students will apply literary terms introduced in the short fiction unit and will employ a variety of reading strategies to understand the key elements of the novel including content, character, atmosphere, and conflict. Students apply their knowledge in a summative activity that links the novel to media. Through this novel study, students will recognize and connect recurring themes that allow them to integrate the Catholic experience into their appreciation and understanding of literature.
Ontario Catholic Graduate Expectations: CGE1d, h, 2a, b, c, d, 3b, c, 4a, b, c, d, f, g, 5a, e, g, 7b.
Strand(s): Literature Studies and Reading, Writing, Language, Media Studies
Overall Expectations: LIV.01P, LIV.02P, LIV.03P, LGV.01P, LGV.02P, WRV.03P, WRV.04P, WRV.05P, MDV.02P.
Specific Expectations: LI1.01-07P, LI2.01P, LI2.03P, LI3.01P, WR1.02P, WR1.04P, WR3.01-04P, WR5.04P, LG1.02P, LG1.03P, LG1.05P, LG2.01P, LG2.06P.

Unit 3: Non-Fiction: Language in Society

Time: 15 hours
In this unit students will be given the opportunity to investigate a variety of media forms. They will bring media works from their own lives into the class to examine them. Students will investigate the elements that make up media forms, the messages they send, and the way those messages are created. Students will consider the values, stereotypes and biases inherent in media works in light of their Catholic faith and the gospel teachings. Students will express their ideas through group discussion, oral presentation, and in the written form.
Ontario Catholic Graduate Expectations: CGE1b, d, h, i, 2a, b, c, d, e, 3c, d, e, f, 4b, f, g, 5a, e, f, g, 7a, e, g.
Strand(s): Literature Studies and Reading, Writing, Language, Media Studies
Overall Expectations: WRV.01-05P, LGV.01-02P, LIV.01-03P, MDV.01-02P.
Specific Expectations: LI1.01-02p, LI1.04-07P, LI2.03P, LI3.02-03P, WR1.04P, WR2.01-03P, WR3.02-03P, WR4.01-04P, WR5.01-13, LG1.05P, LG2.03P, LG2.07P, MD1.01-04, MD2.03P.

Unit 4: Poetry: The Words we Breathe

Time: 15 hours
Poetic language provides writers with a vehicle to communicate the universalities of emotion and experience, including the stories of our Christian faith. In this unit, students will examine various poems, their devices and desired effects. They will participate actively in discovery and application activities to develop and demonstrate an understanding of poetic forms in poems written by published poets, peers, and themselves.
Ontario Catholic Graduate Expectations: CGE1c, d, e, 2a, b, c, d, 3b, c, e, 4b, e, f, g, 5a, c, e, g, 7b, j.
Strand(s): Literature Studies and Reading, Writing, Language, Media Studies
Overall Expectations: LIV.01-03P, WRV.02-05P, LGV.01-02P, MDV.02.
Specific Expectations: LI1.01-02P, LI1.04-06P, LI2.02P, LI3.01-02P, WR1.01P, WR1.03-04P, WR2.01-03P, WR3.01-2P, WR4.01-03P, WR5.02P, WR5.04-13P, LG1.02-03P, LG1.05-07P, LG2.01-03P, MD2.02P-03P.

Unit 5: Drama: The Sound and Fury

Time: 20 hours
This unit provides an opportunity for students to explore the world of drama. Students will be exposed to the elements of drama and presentation through the study of a one-act play. Through collaborative work, students will search their own lives for potential story and play topics. They will construct a short story, referring to the elements studied in Units 1 and 2. Students will then use the dramatic conventions explored in Activity 2 to change their story into a play. Students will rehearse their play and present it in front of the class.
Ontario Catholic Graduate Expectations: CGE1d, e, i, 2a, b, c, d, e, 3b, c, d, e, 4a, b, c, d, e, f, g, 5a, c, d, e, f, g, 7b, i, j.
Strand(s): Literature Studies and Reading, Writing, Language, Media Studies
Overall Expectations: LIV.01-03P, WRV.02-05P, LGV.01-02P, MDV.01-02P.
Specific Expectations: LI1.01-04P, LI1.08P, LI2.01-02P, LI3.02-03P, WR1.01P, WR1.04P, WR2.01-03P, WR3,02-04P, WR4.01P, WR5.03-13P, LG1.02-07P, LG2.07P, MD1.02P, MD1.03P, MD2.01P, MD2.03P.

Course Notes

Teachers of ENG2P should be mindful of the following:

- 15 hours has been allotted for a culminating activity (appendix M) to take place at the end of Units 1-5. This activity is described as follows:
  This activity gives students the opportunity to demonstrate their understanding of the overall expectations of this course in the context of social justice issues. Students will examine social justice issues from the perspective of specific characters found in the literature studied in this course. They will express their ideas about one of these issues clearly, honestly, and sensitively in the form of an editorial. This will encourage students to develop attitudes and values founded on Catholic social teaching.
- Appendix A outlines the grammatical conventions that are addressed in the ENG2P expectations as outlined in *The Ontario Curriculum, Grades 9 and 10, English, 1999*. The appendix separates the expectations that are reviewed from Grade 9 and those that are to be taught in Grade 10. These expectations have been incorporated into an ongoing writers' workshop that constitutes Activity 1 of each unit. Through journal writing, regular class assignments, and timed-writing experiences, students will be given the opportunity to practise and build on these skills.

- Appendix B outlines a number of reading strategies that can be incorporated into regular classroom activities throughout the year. Teachers must include independent reading in their regular classroom routine whenever possible. This stresses the importance of reading in an English classroom; it gives students the opportunity to practise reading skills; and it allows for student choice in the materials they read.
- Daily reading and writing provide an excellent opportunity for students to develop comprehension and writing skills. It also provides students with an opportunity to express opinions, develop ideas, and practise reading and writing skills. Teachers will incorporate 10-15 minutes of daily reading and response into the regular routine of their classroom.
- When teaching/discussing the forms, conventions and mechanics of literature and language (e.g., symbolism, characterization, alliteration, etc.), teachers must be sure to teach within the context of the meaning, issues, and ideas expressed in the literature. Students must be encouraged to make active and creative links between form and meaning.
- Teachers must be sensitive to students with special needs. When necessary, modifications and accommodations must be made to the course activities to ensure student success. Accommodations listed in the activities in this course profile may provide guidance for teachers who are developing Individual Education Plans.
- All expectations in a course are to be taught and assessed. In this Course Profile, ❖ is used at the Unit and/or Activity level to indicate those expectations which are the specific teaching focus of that Unit and/or Activity.
- When designing activities, teachers must also be sensitive to the fact that not all students in Grade 10 classes attended Grade 9 in Ontario and not all students mastered all Grade 9 Applied English expectations outlined in *The Ontario Curriculum, Grades 9 and 10, English, 1999*. Teachers must constantly assess student achievement. Certain skills will have to be reviewed or re-taught.
- When choosing resources for the classroom, teachers should make every effort to ensure that they are bias free, high interest, challenging, current, and Canadian. In selecting texts, the teacher should be sensitive to the cultures and community in which the curriculum is delivered. Selected materials will reflect the various cultural groups that make up the Canadian Mosaic. These resources should reflect gospel values and the teachings of the Catholic Church.
- When designing activities, teachers should make use of the expertise of others in the school community, including special education teachers, teacher-librarians, drama teachers, guidance teachers, school chaplains, etc.
- Teachers are encouraged to make connections between their curriculum and the community. When applicable, teachers are encouraged to bring in guest speakers and presenters including parish priest, Employment Canada workers, or writers.
- Technology should be used as a research, presentation, and publications vehicle throughout this course. Teachers must continually model and instruct the appropriate use of technology including the critical and ethical use of the Internet. Issues of personal safety regarding the Internet should also be addressed.
- This course is intended to be one step in the ongoing process that allows students to develop the skills, values, and beliefs that are necessary to fulfill the Catholic Graduate Expectations. Teachers must guide students and provide opportunities for them to discuss, analyse, and evaluate issues as they relate to their own lives and their Catholic faith.
- This course is designed to employ a variety of assessment and evaluation methods, as well as a variety of teaching and learning strategies.
- Teachers should refer to Explanatory Notes found pp. 50-55 of *The Ontario Curriculum, Grades 9 and 10, English, 1999*.

Teaching/Learning Strategies

Instructional Strategies	Assessment Strategies	Main Resources
• reading – individual, whole group, and small group • brainstorming – discussion, concept mapping • researching – print and electronic sources • editing – peer and self • editing – group work • conferences – student/teacher, student/student, student/parent • written responses • personal reflection • lecture/teacher-led discussion • interviewing	Reflection/Conferencing • self-assessment • peer assessment/ conferencing • response journals • student/teacher conferences Performance Assessment • oral presentations • essays, articles, editorials, reports, poem • dramatization/role play • graphic organizers • portfolio • projects • multimedia presentation • debating Paper and Pencil Tests • teacher-made tests • criterion referenced tests • norm referenced tests • final examination Observation • formal and informal • teacher observation Assessment tools will include: • rubrics, checklists, tests, marking schemes, anecdotal comments with suggestions for improvement	Print • novels • plays and play excerpts • poetry/short story anthologies • newspapers, magazines • Bible • dictionaries • thesauri • writing and language resource texts Software/video • desktop publishing program • Internet • CD-ROMs • video Hardware • portfolio • TV/VCR • Computers • CD player • video camera/tapes • audio player/tapes Human • librarian • guest speakers Web Sites • Wired Writers • other Ministry sites

Assessment/Evaluation Techniques

Ongoing Assessment and Evaluation (70%)	Final Evaluation (30%)
Knowledge and Understanding (25%) • tests* • quizzes • presentations Thinking/Inquiry (25%) • presentations • group work • projects • tests* • organizers Communication (25%) • formal writing • response writing • tests* • oral presentations • projects • group discussion Application (25 %) • formal writing • oral presentations • projects • tests* • creative writing * tests may involve a wide range of questions and tasks and can be one valid form of assessment in each category	Final Examination (15%) Culminating Activity (15%)

Accommodations

Teachers using course profiles are expected to understand the unique learning styles of individual students and students' Individual Education Plans (IEPs). Necessary accommodations must be made. Following is a list of general accommodations for students in need of additional assistance or extension:

- pairing with another student;
- providing supplementary texts to accommodate different reading levels;
- providing alternate activities that suit strengths in learning styles;
- providing audio/Braille versions of print resources;
- providing students with extra time and/or alternate location(s) for successful completion of tasks;
- audio taping or oral assessment of pen and paper tests and assignments;
- breaking down larger assignments into smaller, more manageable tasks;
- allowing use of lap-top computers within the classroom;
- monitoring of students' understanding of texts and/or instructions;
- designing independent study projects that extend expectations for a particular unit or activity.

OSS Policy Applications

This course is a pre-requisite for Grade 11 English at the College or Workplace levels. It is an important part of the students' preparation for the Grade 10 Literacy Test and is also a compulsory course for students to attain their secondary school diploma, as outlined in *Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999*. The English curriculum provides many opportunities for students to develop necessary written, oral communication, and collaborative skills directly related to career exploration activities and the student exit plan outlined in *Choices into Action: Guidance and Career Education Program Policy For Ontario Elementary and Secondary Schools, 1999*. This course reflects the role of technology, the integration of career expectations, and assessment, evaluation and reporting strategies prescribed in *Program Planning and Assessment, 1999*.

Course Evaluation

To ensure the growth and success of all students in this course, it is essential that teachers, both individually and collectively, evaluate this course on an ongoing basis. Not only should teachers employ a variety of evaluation strategies but they should ensure that these strategies are balanced and measure the sum of a student's learning. As well, teaching strategies must be bias-free and address a range of learning styles.

Resources

Print

Approved Grade 10 English textbooks

Aker, Don and David Hodgkinson. *Language and Writing 9*. Toronto: Nelson English, 1999. ISBN 0-17-618681-6*

Archer, Lynn, C. Costello, and D. Harvey. *Reading and writing for Success*. Canada: Harcourt Brace, 1997. ISBN 0-7747-0197-8.

Barlow-Kedves, Carrie Colins, Ian Mills, Robin Pearson, Wendy Mathieu, and Susan Tywoniuk. *Sightlines 9*. Scarborough: Prentice Hall Ginn Canada, 1999. ISBN 0-13-012906-2*

Barry, J., ed. *Coast to Coast: Canadian Stories, Poetry, Non-Fiction and Drama*. Toronto: Nelson Canada, 1994. ISBN 0-17-604704-2

Barry, James, ed. *Side By Side: Songs and Poems*. Scarborough: Nelson, 1993. ISBN 0-17-603897-3

Behn, Robin and Twichell, Chase, eds. *The Practice of Poetry: Writing Exercises From Poets Who Teach*. New York: Harper Collins, 1992. ISBN 0-06-27324-X

Bible

Catholic Digest, Scarborough Missions publications, *Blueprints, Catholic Register*

Dawe, Robert, B. Duncan, and W. Mathieu. *ResourceLines 9/10*. Toronto: Prentice Hall Language, 1999. ISBN 0-13-012922-4

Duncan, Barry, ed. *Media Literacy: Intermediate and Senior Divisions Resource Guide*. Toronto: Queen's Printer for Ontario, 1989. ISBN 0-77295090-3

Dunning, Stephen, Andrew Carrigan, and Ruth Clay. *Poetry; Voices, Languages, Forms*. New York: Scholastic Book Services, 1970.

Dunning, Stephen, Edward Lueders, and Hugh Smith, eds. *Reflections on a Gift of Watermelon Pickle...And Other Modern Verses*. Illinois: Scott Foresman, 1966.

Encyclopaedia of Social Issues. Volumes 1-6. Toronto: Marshall Cavendish, 1997. ISBN 0-71614-0568-2

Foster, Harold M. *Crossing Over: Whole Language for Secondary English Teachers*. New York: Harcourt Brace Jovanovich, 1994. ISBN 0-15-500576-6

Gregory, Kathleen, Caren Cameron, and Anne Davies. *Setting and Using Criteria*. British Columbia: Connections Publishing, 1997. ISBN 0-9682160-1-3

Hayhoe, Mike and Stephen Parker. *Words Large As Apples: Teaching Poetry 11-18*. Cambridge University Press, 1988. 0-521-33731-3

Hilker, Douglas and Sue Harper. *Elements of English 9*. Toronto: Harcourt Brace Canada, 1999. ISBN 0-7747-0575-2*

Hilker, Douglas, Barry Duncan, Sue Harper, and Andrea Mozarowski. *Transitions Fiction, Poetry and Non Fiction*. Toronto: Harcourt Brace Canada, 1999. ISBN 0-17-618701-4

Janeczko, Paul B., ed. *Poetspeak: In Their Work About Their Work*. New York: Bradbury Press, 1983.

Koch, Kennith. *Rose Where Did You Get That Red? Teaching Great Poetry to Children*. New York: Random House, 1990.

Leitenberg, Gillda. *The Issues Collection*. Toronto: McGraw-Hill Ryerson Limited, 1993. ISBN 0-07-551442-7

Livesay, J, Barry McMahon, John J. Pungente, S.J., and Robyn Quin. *Meet the Media*. Toronto: Globe Modern Curriculum Press, 1990. ISBN 0-88996-236-7

Luengo, Anthony, ed. *Literature and Media 9*. Toronto: Nelson English, 1999. ISBN 0-17-618701-4*

Lundy, Charles J. and David W. Booth. *Interpretation: Working With Scripts*. Don Mills, Academic Press Canada, 1983. ISBN 0-7747-1210-4

New Catholic Encyclopaedia. Volumes 1-14. Toronto: McGraw Hill, 1967.

Olfson, Lewy. *50 Great Scenes for Student Actors*. Toronto: Bantam Books, 1980.

Powell, Brian S. *Making Poetry: Approaches to Writing from Classrooms 'Round the World"*. New York: Collier-MacMillan, 1972. ISBN 02-973440-1

Saliani, Dom and Nova Morine. *Crossroads*. Toronto: Gage, 1999. ISBN 0-7715-1324-0

The Teachers Complete and Easy Guide to the Internet. Second Edition. Trifolium Books, 1999. ISBN 1-895579-44-9

Toutant, Arnold, ed. *Endless Possibilities*. Don Mills: Oxford University Press, 1999. ISBN 0-19-541364-4*

Catholic Publications

Catholic World Report. (Catholic News Magazine) P.O. Box 591300, San Francisco, CA, 94159-1300

The Canadian Catholic Review. (A Basilian Journal of religion, literature, and social comment) St. Thomas More College, 1437 College Dr., Saskatoon, SK, S7N 0W6.

Challenge. (A Magazine of Catholic news and opinion) 1050 Grosvenor Ave. Winnipeg, MN

Soul. (A National Catholic Magazine) P.O. Box 1051, Fort Erie, ON, L2A 5N8

YOU! Magazine. (A Catholic youth Magazine) www.youmagazine.com

Non-print

CD-ROM

The Heart of Catholicism. Compiled by Theodore E. James, 1997. ISBN 0-87973-293-8

Web Sites

http://www.gripvision.com
http://www.media-awareness.ca/eng/
http://www.schoolnet.ca/
http://www.vatican.va
http://www.catholicregister.org
http://www.ewt.com (eternal television network)
http://www.catholicanada.com (Catholic Canadian Directory)
http://www.ccel.org (Christian Classics Library)

Video

Writing the News. International tele-film. (www.itf.ca)
Scanning Television. Pungente.
Great Authors. International tele-film. (www.itf.ca)
Introduction to Literature. International tele-film. (www.itf.ca)
Writing Workshop. International tele-film. (www.itf.ca)

* These items are textbooks approved for Grade 9. Many of these texts contain stories, poetry, and play excerpts that are suitable for ENG2P and may provide a valuable resource for the Grade 10 teacher. Teachers must ensure that they are not repeating materials studied in ENG1P if they use these texts in their classrooms.

Coded Expectations, English, ENG2P

Literature Studies and Reading

Overall Expectations

LIV.01P

– read and demonstrate an understanding of a range of literary and informational texts;

LIV.02P

– demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, magazines, and reports;

LIV.03P

– identify and explain the effect of specific elements of style in a range of literary and informational texts.

Specific Expectations

Understanding the Meanings of Texts

LI1.01P

– describe information, ideas, opinions, and themes in texts they have read during the year from a variety of print and electronic sources, including novels, short stories, plays, poems, magazines, reports, biographies, and manuals;

LI1.02P

– select and read texts for a variety of purposes, with an emphasis on extending knowledge of the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and relating literary experiences to personal experience (e.g., gather and evaluate information from several newspaper articles; compare the early years of a historical figure or fictional character with their own);

LI1.03P

– select a variety of reading strategies and use them effectively before, during, and after reading to understand texts (e.g., use a graphic organizer to focus reading; refer to text elements such as tables of contents and indexes to locate information; use prior knowledge and personal experiences to interpret and respond to information and ideas; reread confusing passages; summarize key points);

LI1.04P

– demonstrate understanding of a text by citing explicit information and ideas from it (e.g., create a character profile based on a character's words and actions; list key steps from a technical manual to create a quick-reference guide);

LI1.05P

– analyse the information and ideas presented in texts and make inferences based on the analysis (e.g., analyse a student-created website in order to give it an appropriate title; contrast a character's words and actions in a play to explain irony; identify the interests an author represents in an article on an environmental issue);

LI1.06P

– use evidence from a text to support judgements about an issue (e.g., debate an issue discussed in a magazine or newspaper; debate the appropriateness of the resolution of a story);

LI1.07P

– describe how readers' different values and perspectives might influence the way they respond to and interpret texts (e.g., create and share visual responses to a text and suggest reasons for similarities and differences in interpretations; choose a favourite character from a novel and give reasons for the choice; describe and give reasons for a personal interpretation of a short story);

LI1.08P
– suggest ways in which an author's experience might influence information and ideas in a text (e.g., compare the perspectives of two authors who differ on an issue; compare poems on the same theme by authors such as Atwood and Ondaatje).

Understanding the Forms of Texts

LI2.01P
– use knowledge of elements of the novel, such as plot and subplot, characterization, setting, conflict, theme, and point of view, to understand and interpret texts in the genre (e.g., explain the use of a limited point of view to create suspense in a novel; develop and present a monologue based on a character's actions and choices in a novel; visualize and describe people, places, and events depicted in a novel);

LI2.02P
– use knowledge of elements of poetry, such as stanza forms, rhyme, rhythm, punctuation, free verse, imagery, and sound devices, to understand and interpret texts in the genre (e.g., illustrate the single image of a haiku; identify similes and metaphors in a sight poem and explain what is being compared in each example);

LI2.03P
– use knowledge of elements of magazines and reports, such as editorials, regular columns, letters to the editor, advertisements, foldouts, cover art, table of contents, layout, columns, headings, and subheadings, to understand and interpret texts in the genre (e.g., present a display illustrating the key features of a popular magazine; create a table of contents for a class magazine; use understanding of magazine layout to read articles with columns and wraparound text).

Understanding the Elements of Style

LI3.01P
– explain how authors adapt diction and phrasing and use specialized vocabulary to communicate ideas, emotions, and information and achieve intended effects (e.g., compare the colloquial language of a personal letter to the formal language of a business letter; compare the technical language of a computer manual to the language in a poem about computers);

LI3.02P
– explain how authors use stylistic devices, such as varied sentence structures, onomatopoeia, alliteration, and symbol, to communicate ideas, emotions, and information and achieve intended effects (e.g., explain how the symbolic language used in an advertisement persuades consumers to buy a product; explain how the imagery in a poem helps engage the reader's interest);

LI3.03P
– explain how authors and editors use design elements in texts to clarify and reinforce meaning (e.g., explain the use of headings in a technical manual; explain the use of frames and buttons on a web page to organize content and provide direction).

Writing

Overall Expectations

WRV.01P
– use a variety of print and electronic sources to gather information and explore ideas for their written work;

WRV.02P
– identify literary and informational forms suited to a variety of purposes and audiences and use the forms appropriately in their own writing, with an emphasis on stating and supporting an opinion;

WRV.03P
– use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;

WRV.04P
– revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and coherence;

WRV.05P
edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

Generating Ideas and Gathering Information

WR1.01P
– consider potential topics and develop research plans by asking questions and identifying information needs (e.g., create and rank focus questions; identify key words and electronic search terms to narrow a topic; connect possible topics and sources of information);

WR1.02P
– locate and summarize information and ideas from print and electronic sources, including newspapers and magazines, reports, dictionaries, encyclopedias, vertical files, and multiple electronic databases (e.g., create a graphic organizer for data acquired from a textbook and an electronic database; chart information by subtopic; list sources of information);

WR1.03P
– sort and label information and ideas; assess the relevance, accuracy, and completeness of the information and ideas; discard irrelevant material; and find additional information as needed (e.g., relate data to focus questions; verify data by consulting multiple sources; identify and reconcile inconsistencies; use a storyboard to sequence information from a narrative);

WR1.04P
– use the information and ideas generated to develop the content of written work (e.g., free write; create graphic organizers; do further research).

Choosing the Form to Suit the Purpose and Audience

WR2.01P
– demonstrate an understanding of literary and informational forms, such as personal essays, dramatizations, descriptions, poems, research reports, newspaper columns or magazine articles, and formal letters, by selecting forms appropriate to different purposes and audiences to use in their own writing (e.g., use a journal entry to explore a personal opinion; compose a formal letter to persuade a community partner to sponsor a school project; write a letter to a newspaper editor about a local issue; write a children's story for a Grade 2 class; use essay form to describe their response to a group of poems by one author);

WR2.02P
– consider the characteristics of the intended audience in selecting the form and developing the content for each piece of writing (e.g., list information the audience will need and identify the most appropriate way to present it; consider the audience's age, gender, and probable knowledge of the topic in writing a report);

WR2.03P
– select first or third person and an appropriate level of language to suit the form, purpose, and audience of their writing (e.g., use the first-person singular to compare their own views with those in a text; use the third-person singular to summarize information from an encyclopedia; use formal language in a letter to the editor).

Organizing Ideas and Information in Written Work

WR3.01P

– use key words in questions or prompts to organize ideas, information, and evidence in written answers;

WR3.02P

– use a single, controlling idea and connecting words and phrases to structure a series of paragraphs (e.g., establish chronological order with words such as in the beginning, second, and finally for a short report);

WR3.03P

– provide an introduction, body, and conclusion to present information sequentially, support an opinion, or develop an argument in reports and short essays;

WR3.04P

– use a pattern such as sequential order, comparison and contrast, or cause and effect to present directions, instructions, and the results of investigations in a clear and logical manner.

Revising Drafts

WR4.01P

– revise drafts to ensure that ideas are adequately developed and supported by relevant details and facts, and to achieve clarity and unity (e.g., use a checklist to verify the content of a report and the logic of its structure; insert connecting words in paragraphs of a report or personal essay to improve unity; refer to the introduction in the concluding paragraph of a personal essay to improve unity);

WR4.02P

– revise drafts to ensure consistency in the use of first or third person and use of an appropriate level of language;

WR4.03P

– make constructive suggestions to peers in a writing conference (e.g., use checklists based on established criteria when discussing a piece of writing);

WR4.04P

– consider reactions of teachers, peers, and others in revising and editing written work.

Editing, Proofreading, an Publishing

WR5.01P

– identify borrowed information, ideas, and quotations and use a variety of techniques to incorporate them smoothly into written work and research projects (e.g., write an introduction to set up a quotation; use transition words to link information from different sources; create a bibliography to identify reference materials consulted);

WR5.02P

– select the publication method or vehicle most accessible or appealing to the intended audience, using technology in a variety of ways where appropriate (e.g., write and send a letter requesting information; write a column for the school newspaper; create and format advertising and promotional posters and brochures);

WR5.03P

– provide documentation showing their use of the writing process (e.g., lists of genres and forms used in personal and assigned writing; lists of writing goals and next steps for improvement; notes about results of peer and teacher conferences; a writing folder with examples of strengths, weaknesses, and interests in writing);

WR5.04P

– edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below;

WR5.05P

– use parts of speech correctly, including the participle;

WR5.06P
– construct a variety of complete and correct sentences (including compound- complex sentences), using adjective and adverb phrases and noun, adjective, and adverb clauses;
WR5.07P
– identify and correct sentence errors, including comma splices and run-on sentences;
WR5.08P
– make collective nouns used as subjects agree with verbs in simple and compound sentences;
WR5.09P
– use verb tense and voice (i.e., active and passive) to suit purpose and audience;
WR5.10P
– use knowledge of a wide range of spelling patterns, rules, and strategies to analyse and correct spelling errors;
WR5.11P
– spell specific historical and technical terms correctly;
WR5.12P
– use a variety of resources to correct errors in spelling (e.g., dictionaries, electronic spell checkers);
WR5.13P
– use punctuation correctly, including the semicolon (e.g., use the semicolon to join principal clauses and to separate elements in a list that contains commas).

Language
Overall Expectations
LGV.01P
– use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences;
LGV.02P
– use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences.

Specific Expectations
Developing Vocabulary and Knowledge of Language Structures and Conventions
LG1.01P
– describe changes in English language use caused by influences such as technology, other languages, and the media (e.g., use of acronyms as nouns; conversions of other parts of speech into verbs; increasing use of specific technical terms);
LG1.02P
– use appropriate concrete and figurative language from a variety of sources to make their speech and writing vivid, precise, and interesting to its intended audience;
LG1.03P
– modify their vocabulary and phrasing in oral and written work to suit specific informal and formal situations (e.g., adapt a discussion with a friend to suit the requirements of a simulated job interview);
LG1.04P
– identify when it is appropriate to use slang, dialect, colloquialisms, idioms, acronyms, technical terminology, and standard Canadian English in oral and written work;
LG1.05P
– recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:

  - parts of speech, including participles;
  - types of sentences, including compound-complex sentences;
  - components of sentences, including adjective and adverb phrases; noun, adjective, and adverb clauses;
  - agreement between subject and verb, and between pronoun and antecedent;
  - consistency of verb tense and voice;

LG1.06P

– recognize, describe, and correct sentence errors in oral and written language (e.g., comma splice, run-on sentence);

LG1.07P

– recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:

  - spelling: historical and technical terms;
  - capitalization: of proper nouns, and in scripts, dialogue, and poetry;
  - punctuation, including semicolon.

Developing Listening and Speaking Skills

LG2.01P

– use listening techniques and oral communication skills to participate in group discussions (e.g., stay on topic; contribute ideas; support opinions; build on the ideas of others; solicit and classify information; identify key ideas and supporting details; and distinguish between fact and opinion);

LG2.02P

– use techniques of effective listening (e.g., make and confirm or revise predictions; identify the purpose and perspective of a presentation; make notes to identify main ideas and supporting evidence) and demonstrate an understanding of oral presentations by summarizing presenters' arguments and identifying and evaluating the techniques used to make presentations effective;

LG2.03P

– plan and make oral presentations, adapting vocabulary and methods of delivery to suit audience and purpose (e.g., identify purpose; gather ideas and information; plan, create, rehearse, revise, and assess presentations such as interviews, dramatizations, and reports);

LG2.04P

– use specific examples, facial expressions and body language, emotional appeals, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations;

LG2.05P

– rehearse with peers (with visual aids and technology, if used), study audio- and videotaped rehearsals, use voice and relaxation exercises, and make modifications in response to constructive criticism to ensure confident delivery in oral presentations;

LG2.06P

– identify the oral communication skills required in college programs and the workplace and cite specific examples of their use (e.g., interview parents or guardians for a report on how they use these skills on the job; investigate part-time jobs that require these skills; conduct an electronic search to identify college programs that require these skills);

LG2.07P

– analyse their own and others' oral presentations, identifying strengths and weak-nesses and developing and carrying out plans for improvement.

Media Studies

Overall Expectations

MDV.01P

– describe the elements, intended audiences, and production practices of a range of media forms and explain how these factors shape media works;

MDV.02P

– use knowledge of a range of media forms, purposes, and audiences to create media works and explain their intended effects.

Specific Expectations

Analysing Media and Media Works

MD1.01P

– demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works (e.g., read and compare the front pages of two different newspapers to determine their appeal to readers; explain the appeal of popular film genres to mass audiences);

MD1.02P

– identify key elements and techniques used to create media works in a variety of forms (e.g., rapid editing in a television commercial; plot in a comedy; juxtaposition of colour and text in posters), and explain how these elements contribute to the theme or message;

MD1.03P

– analyse the elements of media works in order to explain the reactions of different audiences to the works (e.g., write a report examining the sponsors of selected television programs to determine which groups of people the programs are aimed at; write an essay or report identifying stereotypes in television shows and suggest how specific audiences might react to them);

MD1.04P

– describe and explain how and why media works are used to market related products (e.g., how and why books are reissued in conjunction with film releases).

Creating Media Works

MD2.01P

– adapt an idea or theme from a work of literature for presentation in another media form and determine what aspects have been weakened and/or strengthened by the adaptation (e.g., recast a conflict from a novel as a debate on a television or radio talk show, a theme or images from a poem as a CD cover with liner notes);

MD2.02P

– create media works for different purposes and explain how the design has been influenced by the purpose (e.g., create an informational pamphlet and a promotional pamphlet for the same product or service);

MD2.03P

– design media works appropriate to different audiences and explain which elements will make a work appeal to a particular audience (e.g., design brochures marketing a product to consumers with different income levels and explain the appeal of each).

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

CGE1a -illustrates a basic understanding of the **saving story** of our Christian faith;

CGE1b -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;

CGE1c -actively reflects on **God's Word** as communicated through the Hebrew and Christian scriptures;

CGE1d -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;

CGE1e -speaks the **language of life**... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)

CGE1f -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;

CGE1g -understands that one's purpose or **call in life** comes from God and strives to discern and live out this call throughout life's journey;

CGE1h -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;

CGE1i -integrates faith with life;

CGE1j -recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

CGE2a -listens actively and critically to understand and learn in light of gospel values;

CGE2b -reads, understands and uses written materials effectively;

CGE2c -presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d -writes and speaks fluently one or both of Canada's official languages;

CGE2e -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

CGE3a	-recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
CGE3b	-creates, adapts, evaluates new ideas in light of the common good;
CGE3c	-thinks reflectively and creatively to evaluate situations and solve problems;
CGE3d	-makes decisions in light of gospel values with an informed moral conscience;
CGE3e	-adopts a holistic approach to life by integrating learning from various subject areas and experience;
CGE3f	-examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

CGE4a	-demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
CGE4b	-demonstrates flexibility and adaptability;
CGE4c	-takes initiative and demonstrates Christian leadership;
CGE4d	-responds to, manages and constructively influences change in a discerning manner;
CGE4e	-sets appropriate goals and priorities in school, work and personal life;
CGE4f	-applies effective communication, decision-making, problem-solving, time and resource management skills;
CGE4g	-examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
CGE4h	-participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

CGE5a	-works effectively as an interdependent team member;
CGE5b	-thinks critically about the meaning and purpose of work;
CGE5c	-develops one's God-given potential and makes a meaningful contribution to society;
CGE5d	-finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;

CGE5e -respects the rights, responsibilities and contributions of self and others;

CGE5f -exercises Christian leadership in the achievement of individual and group goals;

CGE5g -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE5h -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

CGE6a -relates to family members in a loving, compassionate and respectful manner;

CGE6b -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;

CGE6c -values and honours the important role of the family in society;

CGE6d -values and nurtures opportunities for family prayer;

CGE6e -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

CGE7a -acts morally and legally as a person formed in Catholic traditions;

CGE7b -accepts accountability for one's own actions;

CGE7c -seeks and grants forgiveness;

CGE7d -promotes the sacredness of life;

CGE7e -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

CGE7f -respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7g -respects and understands the history, cultural heritage and pluralism of today's contemporary society;

CGE7h -exercises the rights and responsibilities of Canadian citizenship;

CGE7i -respects the environment and uses resources wisely;

CGE7j -contributes to the common good

Unit 1: Short Stories: What's the Story?

Time: 20 hours

Unit Description

In this unit, students will apply a variety of strategies to read, understand, and interpret short stories and develop an understanding of the conventions and literary elements involved, e.g., plot, character, setting, theme, conflict, atmosphere. Through individual and small group learning activities, students will practise their skills. Students will revisit the writing process in a summative activity that includes peer/self-editing and the creation of a final product. They will apply the skills learned in this unit to their study of other literary works throughout the course. Students will identify values embedded in literature and make informed judgments.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE1i, 2a, b, c, d, 3, b, c, 4a, b, c, d, f, 5a, c, e, f, g, 7a, b.
Strand(s): Literature Studies and Reading, Writing, Language, Media Studies
Overall Expectations: LIV.01-03P, WRV.01-05P, LGV.01-02P.
Specific Expectations: LI1.01-08P, LI2.01P, LI3.01P, WR1.01-04P, WR2.01-03P, WR3.01-03P, WR4.01-04, WR5.01-13P, LG1.03-07P, LG2.02, LG2.07P.

Activity Titles (Time + Sequence)

Activity 1	Writers' Workshop	30 minutes
Activity 2	Getting Started: Reading Strategies	345 minutes
Activity 3	Character Through and Through	300 minutes
Activity 4	Point of View	160 minutes
Activity 5	Exploring Themes In Literature	225 minutes
Activity 6	Visiting the Writing Process	75 minutes

Unit Planning Notes

- In Unit 1, teachers should conduct diagnostic assessment of the students' reading, writing, listening, and communication skills. Different learning styles should also be assessed.
- The teacher should collect pieces of short fiction that reflect a variety of cultures and historical periods. Stories chosen should be inclusive and free of bias.
- The teacher must provide opportunities, within the classroom routine, for students to discuss issues that arise in relation to materials studied.
- When teaching/discussing the forms, conventions and mechanics of literature and language (e.g., symbolism, characterization, alliteration, etc.), teachers must be sure to teach within the context of the meaning, issues and ideas expressed in the literature. Students must be encouraged to make active and creative links between form and meaning.
- Language skills are an important part of the Grade 10 English Applied curriculum. Activity 1 (Writers' Workshop) pinpoints a particular grammatical convention that is a Grade 10 expectation. The teacher should allow students opportunity to practise these skills throughout the unit. All subsequent units will highlight a grammatical convention in Activity 1 that is to be mastered by the end of the unit.

- Teachers must be sensitive to the fact that not all students completed Grade 9 English in Ontario. All expectations outlined in the Grade 9 Applied English document may not have been mastered. Teachers must constantly assess students' skills. Some expectations from Grade 9 may need to be reviewed or taught.
- Activity 6 is summative evaluation. Students will create a number of writing products throughout the unit that will be informally and formally assessed by the teacher. In Activity 6, students will have a chance to revisit these assignments, evaluate, and choose their best work. They will self- and peer-edit these assignments and hand them in for formal evaluation.
- The teacher should always be mindful of the fact that a real connection must be made between the short fiction studied and students' lives.
- Daily reading and writing provide an excellent opportunity for students to develop comprehension and writing skills. It also provides students with an opportunity to express opinions, develop ideas, and practise reading and writing skills. Teachers will incorporate 10-15 minutes of daily reading and response into the regular routine of their classroom.
- The teacher should refer to Appendix B for additional strategies to improve student reading.

Prior Knowledge Required

- Students should be familiar with the elements of short stories as outlined in the Grade 9 Applied English document
- Students will need to have an understanding of the grammatical concept outlined in the Grade 9 Applied English document.
- Students must have a firm grasp of writing skills.

Teaching/Learning Strategies

- teacher-directed lessons
- reading/response journals
- collaborative learning activities (e.g., jigsaw or other group activities)
- teacher-facilitated discussions
- small group presentations
- peer-editing/peer conferencing
- word processing/desktop publishing
- student-teacher conferencing
- formal writing assignments

Assessment and Evaluation

Formative

The teacher:

- informal teacher observation
- teacher-student conferencing
- checklist (small group activities, skill mastery)
- rubrics
- diagnostic quizzes

The student:

- self- and peer assessment checklists
- self-assessment through peer editing and group work evaluation checklists/rubrics

Summative

- writing activity from Activity 6
- group presentation from Activity 5

Accommodations

The teacher will encourage success of all students in the following ways:

- provide reading materials that address reading levels;
- provide alternate activities that reflect different learning styles;
- provide extra time for assignment completion;
- break down assignments into smaller, more manageable tasks;
- pair with other students;
- provide reading materials in larger type or Braille for students with visual impairment;
- provide recorded reading materials.

Resources

The Bible.

Aker, Don and D. Hodgkinson. *Language and Writing 9*. Canada: ITP Nelson, 1999. ISBN 0-17-618681-6*

Archer, Lynn, C. Costello, and D. Harvey. *Reading and Writing for Success*. Canada: Harcourt Brace, 1997. ISBN 0-7747-0197-8

Dawe, Robert, B. Duncan, and W. Mathieu. *ResourceLines 9/10*. Toronto: Prentice Hall Language, 1999. ISBN 0-13-012922-4*

Gregory, Kathleen, Caren Cameron, and Anne Davies. *Setting and Using Criteria*. Merville, British Columbia: Connections Publishing, 1997. ISBN 0-9682160-1-3

Hilker, Douglas and Sue Harper. *Elements of English 9*. Toronto: Harcourt Brace Canada, 1999. ISBN 0-7747-0575-2*

Hilker, Douglas, Barry Duncan, Sue Harper, and Andrea Mozarowski. *Transitions Fiction, Poetry and Non Fiction*. Toronto: Harcourt Brace Canada, 1999. ISBN 0-17-618701-4

Luengo, Anthony, ed. *Literature and Media 9*. Toronto: Nelson English, 1999. ISBN 0-17-618701-4*

Saliani, Dom and Nova Morine. *Crossroads.* Toronto: Gage, 1999. ISBN 0-7715-1324-0*

Toutant, Arnold, ed. *Endless Possibilities*. Don Mills: Oxford University Press, 1999. ISBN 0-19-541364-4*

Activity 1: Writers' Workshop

Time: 30 minutes

Description

This activity is part one of an ongoing sequence of activities where students will study and practise their use of grammar expectations specific to this course. In Part One, the focus is correct subject-verb agreement. The teacher will instruct using a direct lesson and then students will demonstrate their understanding of the concept through a short writing response. A writing journal will provide the opportunity for students to practise the grammatical convention throughout the unit. These written responses will be formatively assessed, using teacher, self- and peer assessment, in preparation for the summative writing assignment(s) in the unit.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2c – present information and ideas clearly and honestly and with sensitivity to others;
CGE2d – write and speak fluently one or both of Canada's official languages.

Strand(s): Writing, Language

Overall Expectations

WRV.05P – edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate;
LGV.01P – use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences.

Specific Expectations

WR5.08P – make collective nouns used as subjects agree with verbs in simple and compound sentences;
LG1.05P – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:

  - types of sentences, including compound-complex sentences
  - agreement between subject and verb, and between pronoun and antecedent.

Planning Notes

- The teacher will provide students with varied opportunities throughout this unit to practise the skills taught in this activity.
- In summative writing tasks, teachers will assess students' demonstration of the correct use of this skill.
- After each successive Writers' Workshop lesson (see start of each unit), students will be expected to demonstrate their understanding of all new and previously learned concepts.
- The teacher will incorporate writing journal activities into classroom activities whenever possible. Possible journal topics related to Unit 1 include:
  - What conflict has happened in the last week that would make a good short story?
  - What parts of myself do I see in the characters that we are studying?
  - How do the issues presented in the stories affect my life?
  - How would my actions or choices differ from those of the characters?
- Prior to starting this activity, teachers may wish to create a tracking sheet for students to record progress in specified writing skills (skills demonstrated, feedback, short-term goals, etc.). The tracking sheet could be kept in a writing portfolio, along with demonstrations of their writing, as evidence of their growth during this course.

- Where at all possible, teachers should encourage the use of technology in students' demonstrations of learning (computers, spell-checkers) or in direct instruction (e.g., grammar or skills software)
- Where a greater amount of remediation or some extension is necessary, teachers may choose to modify this activity to include peer teaching, group work, or student presentations.

Prior Knowledge Required

Students will have studied several of the grammatical concepts and skills listed in the Grade 10 Applied English course expectations previously; however, it is to be expected that students will require some review and/or remediation of these skills either prior to or in conjunction with the Writers' Workshop specific focus. A list of new and reviewed grammatical concepts and skills for ENG2P can be found in Appendix A.

Teaching/Learning Strategies

- Teacher will deliver a brief lesson (pretest, lesson, examples, etc.) on a specific grammatical concept. For this unit, the concept is subject-verb agreement with an emphasis on collective nouns.
- At the end of the lesson, students will show their understanding of the selected concept in a short written response directed by the teacher. This response should engage students and allow them to reflect in a personal and meaningful way. This could be a reflection on a statement, question, or event related to a proceeding story, e.g., making a personal connection to a theme, situation or emotions presented in next short story to be studied by reading a quotation or poem, listening to a song, or answering a question.
- The teacher will provide students with the opportunity to practise subject-verb agreement in a writing journal. Possible topics related to this unit are:
  - Explain something that happened in the last week that would make a good short story.
  - What parts of myself do I recognize in the characters from the stories we studied?
  - How would I react to a particular situation in a story?
  - How do the issues in the story affect my life?
- The teacher will formatively assess students' writing to provide feedback, track progress, and plan any remediation.

Assessment/Evaluation Techniques

- Journal entries will be formatively assessed on an ongoing basis. (WR5.08P; LG1.05P)
- Teacher may have some entries assessed using self and/or peer evaluation as well.

Accommodations

- Some students may need to practise a particular skill several times in order to grasp it fully.
- Some students may benefit from first correcting errors in prepared written passages before attempting their own writing. Similarly, they may need to concretely identify different sentence structures or figurative language in prepared passages before attempting to incorporate these skills into their own writing.
- Students in need of enrichment could practise more sophisticated writing skills, e.g., extended metaphor in this activity or choose independent topics for their journals such as modelling a particular style of writing.

Resources

Asker, Don and David Hodgkinson. *Language and Writing 9*. Toronto: Nelson English, 1999. ISBN 0-17-618681-6

Dawe, Robert, Barry Duncan, and Wendy Mathieu. *ResourceLines 9/10*. Scarborough: Prentice Hall Ginn Canada, 1999. ISBN 0-13-012922-4

Hilker, Douglas and Sue Harper. *Elements of English 9*. Toronto: Harcourt Brace Canada, 1999. ISBN 0-7747-0575-2

Parker, John F. *The Writer's Workshop*. Don Mills: Addison Wesley Publishers Limited, 1990. ISBN 0-201-19746-4

Appendices

Appendix A for list of new and reviewed grammatical concepts.

Activity 2: Getting Started: Reading Strategies

Time: 345 minutes

Description

In this activity, students will employ a variety of reading strategies to develop an understanding of the elements of short fiction (plot, setting, character, theme, point of view). Students will develop skills that will enhance their ability to read and understand short fiction effectively while respecting the rights, responsibilities, and contributions of self and others. Students will participate in silent and oral reading as well as question and answer group activities where they will gather, sort, and analyse information. They will apply their understanding of the elements of short fiction in a short writing assignment or test.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE1i – integrate faith with life;
CGE2a – listen actively and critically to understand and learn in light of gospel values;
CGE2b – read, understand and use written materials effectively;
CGE2c – present information and ideas clearly and honestly and with sensitivity to others;
CGE2d – write and speak fluently one or both of Canada's official languages;
CGE3c – think reflectively and creatively to evaluate situations and solve problems;
CGE4a – demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
CGE4b – demonstrate flexibility and adaptability;
CGE4c – take initiative and demonstrate Christian leadership;
CGE4d – respond to, manage, and constructively influence change in a discerning manner;
CGE4f – apply effective communication, decision-making, problem-solving, time and resource management skills;
CGE5a – work effectively as interdependent team member;
CGE5c – develop one's God-given potential and make a meaningful contribution so society;
CGE5e – respect the rights, responsibilities and contributions of self and others;
CGE5f – exercise Christian leadership in the achievement of individual and group goals;
CGE5g – achieve excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
CGE7a – act morally and legally as a person formed in Catholic traditions;
CGE7b – accept accountability for one's own actions.

Strand(s): Literature and Reading, Writing, Language

Overall Expectations

LIV.01P – read and demonstrate an understanding of a range of literary and informational texts;

LIV.02P – demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, magazines, and reports;

WRV.02P – identify literary and informational forms suited to a variety of purposes and audiences and use the forms appropriately in their own writing, with an emphasis on stating and supporting an opinion;

WRV.03P – use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;

LGV.01P – use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences;

LGV.02P – use listening techniques and oral communication skills to participate in classroom discussions and more formal activities such as storytelling, role playing, and reporting/presenting for specific purposes and audiences.

Specific Expectations

LI1.01P – describe information, ideas, opinions, and themes in texts they have read during the year from a variety of print and electronic sources, including novels, short stories, plays, poems, magazines, reports, biographies, and manuals;

LI1.02P – select and read texts for a variety of purposes, with an emphasis on extending knowledge of the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and relating literary experiences to personal experience;

LI1.03P – select a variety of reading strategies and use them effectively before, during, and after reading to understand texts;

LI1.04P – demonstrate understanding of a text by citing explicit information and ideas from it;

LI1.05P – analyse the information and ideas presented in texts and make inferences based on the analysis;

LI1.06P – use evidence from a text to support judgements about an issue;

LI2.01P – use knowledge of elements of the novel, such as plot and subplot, characterization, setting, conflict, theme, and point of view, to understand and interpret texts in the genre;

WR2.02P – consider the characteristics of the intended audience in selecting the form and developing the content for each piece of writing;

WR2.03P – select first or third person and an appropriate level of language to suite the form, purpose, and audience of their writing;

WR3.01P – use key words in questions or prompts to organize ideas, information, and evidence in written answers;

WR3.04P – use a pattern such as sequential order, comparison and contrast, or cause and effect to present directions, instructions, and the results of investigations in a clear and logical manner;

LG1.03P – modify their vocabulary and phrasing in oral and written work to suit specific informal and formal situations;

LG1.05P – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:

- parts of speech, including participles;
- types of sentences, including compound- complex sentences;
- components of sentences, including adjective and adverb phrases, noun, adjective, and adverb clauses;
- agreement between subject and verb, and between pronoun and antecedent;
- consistency of verb tense and voice;

LG1.07P – recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:
- spelling, historical and technical terms;
- capitalization of proper nouns, and in scripts, dialogue, and poetry;
- punctuation, including semicolon.

Planning Notes

- This activity is intended to review the elements of short fiction previously studied in ENG1P or 1D.
- The teacher will need to review the expectations for collaborative work and group discussion as necessary with each of the tasks in this activity.
- The teacher is reminded to, wherever applicable, reinforce the concept of subject-verb agreement in written work.
- Daily reading and writing provide excellent opportunities for students to practise skills, express opinions, offer choices, and respond to materials studied.
- The teacher will need to select stories with clear cause and effect relationships for the prediction chart task.
- The teacher will be sensitive to students with special needs in the classroom. Individual education plans must be consulted and accommodations/modifications must be made whenever necessary to ensure student's success.
- While reading the stories, the teacher must be sure to allow the opportunity for students to discuss issues that arise.
- When teaching/discussing the forms, conventions, and mechanics of literature and language (e.g., symbolism, characterization, alliteration, etc.), teachers must be sure to teach within the context of the meaning, issues and ideas expressed in the literature. Students must be encouraged to make active and creative links between form and meaning.
- The teacher should provide guidance to students as they attempt to make connections between the stories and their own lives and make links to their Catholic faith.
- The teacher should review the instructions for the inner-outer group activity carefully to ensure students' full understanding.
- The teacher should refer to Appendix B for additional strategies to improve student reading.

Prior Knowledge Required

Students will have studied the elements of short fiction in previous courses; this activity is designed as a review.

Teaching/Learning Strategies

Part One: Elements of Short Fiction: A Review

- The teacher will provide students with brief definitions of the elements of short fiction (plot, setting, character, theme, point of view)
- Students and teacher will read a short story aloud while completing an elements chart together as a class:

Elements	Plot	Character(s)	Setting	Point of View	Theme
Identification/ Explanation					

- The teacher will facilitate discussion of the themes, issues and ideas presented in the story, asking students to make connections between the issues in the stories and their lives. Links should be made to gospel values and Catholic faith teachings.

Part Two: Prediction Chart

- The teacher will create a prediction chart that students will copy into their notebooks:

Prediction	Explanation	Accuracy

- Students and the teacher will read a short story aloud, pausing to complete the chart individually at key points in the story. This activity should employ a story with a clear cause and effect relationship.
- The teacher will track students' oral reading and assess their comprehension skills by collecting the prediction charts at end of task.
- The teacher should reinforce subject-verb agreement in students' oral responses or take the opportunity to point out examples of subject-verb agreement in text.

Part Three: Inner-Outer Group Activity

- The teacher will assign the reading of two short stories (designated as Story A and Story B) and will instruct students to compose a minimum of five comprehension questions (with at least one question for each of the following: plot, character, setting, point of view, and theme) while reading each story.
- The teacher will divide the class into two equal groups.
- Group 1 will be designated as an expert on Story A and Questioner on Story B.
- Group 2 will be designated as an expert on Story B and Questioner on Story A.
- The teacher may choose to subdivide each group for the remainder of the task.
- Each group will discuss the story for which it is an expert to ensure that each member has developed a complete comprehension of the story.
- Groups will form an Inner Circle (Experts on Story A) and an Outer Circle (Questioners on Story A)
- The Questioners in the Outer Circle will take turns asking the Experts in the Inner Circle questions on their story until each member of the Outer Circle has posed one question.
- During this process, all students will keep a record of key points raised that may be used in a later writing assignment.
- This process will be repeated with groups switching roles for Story B.
- The teacher will facilitate the discussion and will monitor student's meaningful participation through a checklist.
- Students will monitor personal contributions in the same manner.
- Student final assessment will be determined through a combination of the student self-assessment and the teacher assessment.

Part Four: Bringing It All Together

- Students will complete either a writing assignment (diagnostic/formative assessment) or teacher-designed sight passage test (summative assessment) to demonstrate their understanding of the concepts studied in this activity.
- For the optional writing assignment, students will select one of the short stories examined previously and write a different ending to the story that manipulates the five elements of the story (plot, character, setting, point of view, theme). Students will demonstrate correct subject-verb agreement in their writing.

Assessment/Evaluation Techniques

Formative

- Teacher monitoring of collaborative skills during expert group work in Inner-Outer Activity (LI1.04P, 05P; LG2.01P)
- Checklist of student participation in Inner-Outer Activity (LI1.04P, 05P, 06P, LI2.01P; LG1.05P, LG2.01P)
- Teacher tracking of students' oral reading and comprehension skills in Part One (LI1.03P)

- Teacher assessment of students' comprehension shown through completed prediction chart (LI1.03P, 04P, 05P, LI2.01P)
- Teacher assessment of writing assignment (option in Part Four) for completion and correct subject-verb agreement (LG1.05P)

Summative

- Teacher assessment of reading passage test (option in Part Four)

Accommodations

- Students may be provided with cloze questions to complete for Inner-Outer Activity.
- Students who experience difficulties in reading for simple comprehension could, before reading the story, participate in a group oral discussion to familiarize them with the circumstances upon which the story is based.
- Slower readers could be grouped so that each student is required to read only a portion of the story and then, together, each person would explain to the group the portion of the story he/she read.
- Students whose comprehension improves when listening to a story as opposed to reading it silently, could be read to by the teacher or a peer.

Resources

Hilker, Douglas, Barry Duncan, Sue Harper, and Andrea Mozarowski. *Transitions Fiction, Poetry and Non Fiction*. Toronto: Harcourt Brace Canada, 1999. ISBN 0-17-618701-4

Luengo, Anthony, ed. *Literature and Media 9*. Toronto: Nelson English, 1999. ISBN 0-17-618701-4*

Saliani, Dom and Nova Morine. *Crossroads*. Toronto: Gage, 1999. ISBN 0-7715-1324-0*

Toutant, Arnold, ed. *Endless Possibilities*. Don Mills: Oxford University Press, 1999. ISBN 0-19-541364-4*

Activity 3: Character Through and Through

Time: 300 minutes

Description

In this activity, students will brainstorm a collection of personality traits and then apply these traits to characters in the short fiction examined. They will provide evidence to support their evaluation of each character's personality traits. Students will evaluate a particular character studied and then display this character's traits by describing the his/her reaction to a new situation.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2a – listen actively and critically to understand and learn in light of gospel values;
CGE2b – read, understand, and use written materials effectively;
CGE2c – present information and ideas clearly and honestly and with sensitivity to others;
CGE2d – write and speak fluently one or both of Canada's official languages;
CGE3c – think reflectively and creatively to evaluate situations and solve problems;
CGE4b – demonstrate flexibility and adaptability;
CGE4f – apply effective communication, decision-making, problem-solving, time and resource management skills;
CGE5a – work effectively as interdependent team member;
CGE5e – respect the rights, responsibilities, and contributions of self and others;

CGE5f – exercise Christian leadership in the achievement of individual and group goals;
CGE5g – achieve excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Strand(s): Literature and Reading, Writing, Language

Overall Expectations
LIV.01P – read and demonstrate an understanding of a range of literary and informational texts;
LIV.02P – demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, magazines, and reports;
WRV.01P – use a variety of print and electronic sources to gather information and explore ideas for their written work;
WRV.02P – identify literary and informational forms suited to a variety of purposes and audiences and use the forms appropriately in their own writing, with an emphasis on stating and supporting an opinion;
WRV.03P – use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;
LGV.01P – use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences;
LGV.02P – use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences.

Specific Expectations
LI1.01P – describe information, ideas, opinions, and themes in texts;
LI1.02P – select and read texts for a variety of purposes, with an emphasis on extending knowledge of the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and relating literary experiences to personal experience;❖
LI1.03P – select a variety of reading strategies and use them effectively before, during, and after reading to understand texts;
LI1.04P – demonstrate understanding of a text by citing explicit information and ideas from it;
LI1.05P – analyse the information and ideas presented in texts and make inferences based on the analysis;❖
LI1.06P – use evidence from a text to support judgements about an issue;❖
LI1.07P – describe how readers' different values and perspectives might influence the way they respond to and interpret texts;❖
LI3.01P – explain how authors adapt diction and phrasing and use specialized vocabulary to communicate ideas, emotions, and information and achieve intended effects;
WR1.03P – sort and label information and ideas; assess the relevance, accuracy and completeness of the information and ideas; discard irrelevant material and find additional information as needed;❖
WR1.04P – use the information and ideas generated to develop the content of written work;❖
WR2.02P – consider the characteristics of the intended audience in selecting the form and developing the content for each piece of writing;❖
WR3.01P – use key words in questions or prompts to organize ideas, information, and evidence in written answers;
LG1.03P – modify their vocabulary and phrasing in oral and written work to suit specific informal and formal situations;
LG1.05P – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage;❖
LG1.07P – recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation;
LG2.01P – use listening techniques and oral communication skills to participate in group discussions.❖

Planning Notes

- This activity is intended to review the elements of short fiction previously studied in ENG1P or 1D.
- The teacher is reminded to, wherever applicable, reinforce the concept of subject-verb agreement in written work.
- Writing journals should be incorporated into the daily activities of the classroom to provide opportunity for students to respond to materials studied and practise grammatical conventions.
- The teacher should try to select very short stories that focus on character development for one or two main characters. This will allow time for clarification of details and application of concepts (evidence chart).
- Teachers must be sure to teach characterization within the context of the meaning, issues and ideas expressed in the literature. Students must be encouraged to make active and creative links between form and meaning.
- The teacher may choose to modify the writing assignment in part three of this activity in order to have students display their character's reaction dramatically in a short skit or role-play activity.
- The teacher will create an Understanding Character worksheet (see Appendix C) for use in Part Two.

Prior Knowledge Required

Students will have studied the different ways by which readers learn about character as well as the difference between personality and physical traits.

Teaching/Learning Strategies

Part One: Personality Adjectives (150 minutes)

- Students will brainstorm a list of personality adjectives that the teacher will record on the board. The goal is to fill the board with as many adjectives as possible in a given period of time (e.g., 15 minutes). This is a good opportunity for the teacher to review the concept of synonyms and antonyms by listing both similar and opposite traits—to be used in Part Two of this activity.
- The teacher will word process this list and "publish" it with the students' names as authors for next class day. Students would keep this list in their notebooks for use in other character work.
- The teacher will select two stories to read aloud with students. Before reading, students will copy a character evidence chart into their notebooks to be completed while reading:

Personality Adjective	Evidence from story

- While reading first story, teacher will pause at key points to discuss any character revelation. As a group, students will select as many personality adjectives as possible from the brainstormed list and complete the character evidence chart.
- While reading the second story, the teacher will again pause at key points to discuss any character revelation. This time, however, students will independently select appropriate personality adjectives from their published list and record them with evidence from the story in a new character evidence chart.
- Students should be encouraged to make comparisons between the character's personality traits and their own.
- If time permits, students will share their charts in pairs, or in small or large group format.
- The teacher will formatively assess this second chart to ensure that students are able to select appropriate adjectives for character and provide textual evidence to support their choices.

Part Two: Understanding Character

- Students will select a character from one of the short stories studied in the first part of this activity and complete the worksheet entitled Understanding Character (see Appendix C).
- The teacher will facilitate discussion about the characters chosen and students' evaluation of each character while observing students' ability to justify their choices clearly and with textual evidence.

Part Three: Character Sketch: "Rumour Mill"

- The teacher will present students with a scenario that involves their character: *A rumour is spreading about your character's best friend and no one seems to know who started it. Somehow, your character discovers the instigator of the rumour. Describe how your character would approach this person.*
- Students will complete a character sketch of the character they chose in part two of this activity by describing how their character would react to this new situation. Their sketch must display the character's personality in thoughts, actions, words, and what others say about the character.
- Students will be encouraged to compare their chosen character's reaction to the rumour with their own reactions to a similar scenario.
- Students may require more direction for the writing assignment in this activity. For instance, they could complete one part of a dialogue between their character and "the instigator" where the instigator's responses are already given.
- Students in need of enrichment could create two sketches contrasting the reactions of two different characters to the "rumour mill" scenario, or write a dialogue between two or more studied characters discussing the scenario.
- Students will demonstrate correct use of adjective and adverb phrases as well as correct subject-verb agreement in their writing.
- Students will submit their character sketch for assessment.

Assessment/Evaluation Techniques

Formative

- Informal teacher observation (LI1.02, LI1.06, LG2.01P)
- Assessment of evidence chart (WR1.03P)

Summative

- Character sketch writing assignment (LI1.02P, LI2.03, WR1.04P, WR2.02P, LG1.05P, LI1.05P)

Accommodations

- Students may choose to present their "scenario" orally and/or dramatically as a short skit. Students with social or behavioral challenges may require modelling or role-playing activities to practise skills related to seeing situations form another's point of view.
- To complete Part Three of the activity, students experiencing difficulties identifying specific character traits could be paired with another student for this writing component.

Resources

Archer, Lynn, C. Costello, and Debbie Harvey. *Reading and Writing For Success*. Canada: Harcourt Brace, 1997. ISBN 0-7747-0197-8

Dawe, Robert, B. Duncan, and W. Mathieu. *ResourceLines*. Scarborough: Prentice Hall Ginn, 1999. ISBN 0-13-012922*

Appendices

Please refer to Appendix C for Understanding Character Worksheet.

Activity 4: Point of View

Time: 160 minutes

Description

In this activity, students will be able to recognize the different narrative points of view an author may use, and the effects this has on other literary elements of the story. Students will learn what point of view is, identify it in several selected stories, practise writing in first and third person, and selecting when each point of view is appropriate.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2b – read, understand and use written materials effectively;
CGE2c – present information and ideas clearly and honestly and with sensitivity to others;
CGE4c – take initiative and demonstrate Christian leadership.

Strand(s): Literature Studies and Reading, Writing

Overall Expectations

LIV.03P – identify and explain the effect of specific elements of style in a range of literary and informational texts;
WRV.02P – identify literary and informational forms suited to a variety of purposes and audiences and use the forms appropriately in their own writing, with an emphasis on stating and supporting an opinion;
WRV.03P – use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;
LGV.01P – use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences.

Specific Expectations

LI1.02P – select and read texts for a variety of purposes, with an emphasis on extending knowledge of the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and relating literary experiences to personal experience;
LI1.04P – demonstrate understanding of a text by citing explicit information and ideas from it;❖
WR2.01P – demonstrate an understanding of literary and informational forms, such as personal essays, dramatizations, descriptions, poems, research reports, newspaper columns or magazine article, and formal letters, by selecting forms appropriate to different purposes and audiences to use in their own writing;❖
WR2.02P – consider the characteristics of the intended audience in selecting the form and developing the content for each piece of writing;❖
WR2.03P – select first of third person and an appropriate level of language to suit the form, purpose, and audience of their writing;❖
WR3.02P – use a single, controlling idea and connecting words and phrases to structure a series of paragraphs;
WR3.03P – provide an introduction, body, and conclusion to present information sequentially, support an opinion or develop an argument in reports and short essays;❖
LG1.03P – modify their vocabulary and phrasing in oral and written work to suit specific informal and formal situations.❖

Planning Notes

- Prior to this activity, it is suggested that students have read at least four stories: two first-person and two third-person.
- Whenever possible, stories read should be inclusive, current, Canadian, and reflect Catholic faith values.

- The Writers' Workshop grammatical skill from Activity 1 should be reinforced throughout this activity through the use of a writing journal and in writing assignments.
- Teachers must be sure to teach point of view within the context of the meaning, issues, and ideas expressed in the literature. Students must be encouraged to make active and creative links between form and meaning.
- The teacher will be sensitive to students with special needs. Individual education plans will be consulted, modifications and accommodations will be made when necessary to ensure student success.
- Teachers should be aware that the language focus of this unit is subject/verb agreement. Teachers will use a writing journal in the daily classroom routine.
- The teacher will need to collect a variety of examples of point of view writing styles from a variety of formats, and photocopy brief passages for use in introduction.

Prior Knowledge Required

- Students must understand the meaning of the terms subject and verb.
- Students must have an understanding of the writing process.
- Students must have an understanding of how to create an explanatory paragraph.

Teaching/Learning Strategies

- The teacher will provide students with explanations and examples of first person, third person limited, and third person omniscient points of view, highlighting the obvious comparison between third person omniscient and God, our omniscient and omnipresent creator.
- The teacher will put photocopied passages from selective examples into a "grab bag".
- The teacher will invite students to pull a photocopied passage from the grab bag, read it aloud to the class, identify its point of view, and explain their choice. The class is encouraged to comment and discuss student's choice.
- The teacher will be sure to facilitate discussion concerning the issues raised in relation to the passages read.
- The teacher will select excerpt from stories studied, identify the point of view, and assign one to each student.
- Students will rewrite passage in a different point of view, with special focus on subject/verb agreement.
- Students will practise identifying the distinction between first and third person point of view either orally or from sight passages provided by teacher, also noting examples of subject/verb agreement.
- The teacher will direct a discussion about the appropriateness of each point of view style, inviting students to share their opinion as to which they prefer and why.
- The teacher will review structure of an expository paragraph.
- Students will write an expository paragraph that describes which point of view they prefer and why.
- The teacher will review the structure of formal and informal letters.
- Students will be assigned a topic and audience and write a letter to that person, choosing the point of view style appropriate, with special attention to subject verb/agreement.

Assessment/Evaluation Techniques

Formative

- Changing Point of View exercise checklist (LG1.02P, WR2.01P)
- Completion of opinion paragraph rubric (WR2.01P, WR2.03P, WR3.02P, WR3.03P)
- Observations of sight passage identification (LI1.04P)

Summative

- Completion of letter to specific audience (LG1.03P, WR2.02P, WR2.03P)

Accommodations

- Students with social learning challenges may require role-play or modelling activities in order to see situations from the perspectives of other people.
- Students who have learning disabilities in the area of writing may require models of the writing format, use of computers for word-processing. Technology for speech recognition can be used when appropriate.
- Students unable to grasp subtleties of point of view could be provided with a list of key pronouns corresponding to each point of view.

Resources

Archer, Lynn, C. Costello, and Debbie Harvey. *Reading and Writing for Success*. Canada, 1997. ISBN 0-7747-0197-8.

Dawe, Robert, B. Duncan, and W. Mathieu. *ResourceLines 9/10*. Toronto: Prentice Hall Ginn, 1999. ISBN 0-13-012922-4.

Guilda, Leitenberg, ed. *The Issues Collection*. Toronto: McGraw Hill Ryerson, 1999. ISBN 0-07-551442-7.

Activity 5: Exploring Themes In Literature

Time: 225 minutes

Description

In this activity teachers will assist students in their understanding of what a theme is. Teachers will encourage students to examine and react to themes in literature. Students will explore themes through discussion, group, and written work. In this activity, students will explore issues which support, or are in opposition to, Jesus' message of compassion and justice, and their daily experience.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Writing, Language

Ontario Catholic Graduate Expectations

CGE2a – listen actively and critically to understand and learn in light of gospel values;
CGE2c – present information and ideas clearly and honestly and with sensitivity to others;
CGE3b – create, adapt, evaluate new ideas in light of the common good;
CGE3c – think reflectively and creatively to evaluate situations and solve problems;
CGE4a – demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
CGE5a – work effectively as interdependent team member;
CGE5e – respect the rights, responsibilities, and contributions of self and others.

Overall Expectations

LIV.01P – describe information, ideas, opinions, and themes in texts they have read during the year from a variety of print and electronic sources, including novels, short stories, plays, poems, magazines, reports, biographies, and manuals;
LIV.02P – demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, magazines, and reports;

WRV.02P – identify literary and informational forms suited to a variety of purposes and audiences and use the forms appropriately in their own writing, with an emphasis on stating and supporting an opinion;
WRV.03P – use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;
WRV.04P – revise their written work, collaboratively, and independently with a focus on support for ideas, accuracy, clarity, and coherence;
LGV.01P – use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences.

Specific Expectations

LI1.01P – describe information, ideas, opinions, and themes in texts they have read during the year from a variety of print and electronic sources, including novels, short stories, plays, poems, magazines, reports, biographies, and manuals;❖
LI1.02P – select and read texts for a variety of purposes, with an emphasis on extending knowledge of the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and relating literary experiences to personal experience;
LI1.04P – demonstrate understanding of a text by citing explicit information and ideas from it;
LI1.05P – analyse the information and ideas presented in texts and make inferences based on the analysis;❖
LI1.07P – describe how readers difference values and perspectives might influence the way they respond to and interpret texts;❖
LI1.08P – suggest ways in which an author's experience might influence information and ideas in a text;
WR1.03P – sort and label information and ideas: assess the relevance, accuracy, and completeness of the information and ideas; discard irrelevant material; and find additional information as needed;❖
WR2.02P – consider the characteristics of the intended audience in selecting the form and developing the content for each piece of writing;❖
WR3.01P – use key words in questions or prompts to organize ideas, information, and evidence in written answers;
LG1.03P – modify their vocabulary and phrasing in oral and written work to suit specific informal and formal situations.❖

Planning Notes

- This activity is intended to review and introduce more relevant themes in literature.
- The teacher will provide opportunity for students to practise subject-verb agreement. Writing journals provide an excellent opportunity for students to practise these skills and express opinions.
- Teachers must be sure to teach theme within the context of the meaning, issues, and ideas expressed in the literature. Students must be encouraged to make active and creative links between form and meaning.
- The teacher will need to review strategies for effective work with a partner.
- The teacher will need to choose stories with applicable and obvious themes.
- The teacher will obtain a collection of children's storybooks with obvious themes. Whenever possible, resources should be current, inclusive, Canadian and they should reflect Gospel teachings and a Catholic faith perspective.
- The teacher should consult a teacher-librarian when choosing children's stories (see list of suggested titles under Resources).

Prior Knowledge Required

- Students should have some idea as to what a theme is and that it is a universal idea suggested by the specifics of the story.
- Students will have experience with common cliché and the format of children's stories.

Teaching/Learning Strategies

Part One: Understanding Theme (75 minutes)

- In whole class discussion, teacher will review the definition and characteristics of cliché. Students will be asked to give examples from their own experience.
- Teachers will be sure to facilitate discussion that allows students to link the cliché and the experience to the Catholic experience.
- Students will work in partners to brainstorm common clichés that they have heard, and with the aid of a graphic organizer, translate them into everyday language.

Graphic organizer:			
Cliché	**Common Language**	**Short Story Applicable**	**Rationale**

- Groups will share their clichés with the class, and with teacher direction, students will apply each cliché to the short stories they have read by completing a graphic organizer.
- Groups will share their clichés with the class, and with teacher direction, students will apply each cliché to the short stories they have read, supporting their opinion with reference to the text, by completing the graphic organizer outlined above.

Part Two: Making the connection (75 minutes)

- The teacher will collect three or four children's stories with clear themes.
- Students will be encouraged to bring in children's stories from a variety of cultures to be studied in class.
- The teacher will provide students with an explanation and example of theme, using children's literature as a vehicle for delivery. They will ask students to relate the clichés from their organizer to the new stories.
- Students will complete a reflective response that illustrates how the theme of one of the stories they have read (short stories or children's stories) relates directly to their life and experiences. Students can be directed with the questions "What is the theme of this story?" and "What does the theme have to do with me?"

Part Three: Applying theme (75 minutes)

- The teacher will review the elements of a children's story, referring to the stories read in class.
- Students will brainstorm possible topics for children's stories.
- In partners, students will write a children's short story that has an identifiable theme, paying special attention to subject/verb agreement. (See Appendix D for rubric.)
- The teacher can allow for alternate assignments or enrichment assignments that require the students to illustrate their stories or use desk-top publishing programs to complete their work.

Assessment/Evaluation Techniques

Formative

- Teacher observation (LI1.01P, LI1.04P, LI1.05P, WR1.03P)
- Teacher assessment of reflective response (LI1.01, LI1.07, LG1.03)

Summative

- Teacher evaluation of children's story (Appendix D) (WR2.02P, LG1.03P, WR2.02P, WR3.01P)

Accommodations

- Students with difficulties in writing may require models and displays of examples of the type of writing they are to complete.
- The teacher can encourage sketching and drawing as part of the planning process, particularly for the children's story assignment.
- The teacher may negotiate more deadlines for students who need to complete portions of the story and to receive feedback with every portion. The student, in this case, should be provided additional time to complete the task.

Resources

Atwood, Margaret. *Princess Prunella and The Purple Peanut.*

Lewis, C.S. *The Lion, The Witch and the Wardrobe.*

Munch, Robert. *The Paper Bag Princess.*

Munch, Robert. *Love You For Ever.*

Non-print

http://www.bethlehembooks.com (re-printing children's books)

Video

Veggie Tales Video Series (www.bigidea.com)

Appendices

See Appendix D for Children's Story Rubric

Activity 6: Visiting the Writing Process

Time: 75 minutes

Description

In this activity, students will select one of the writing assignments they have completed in this unit to carry through the complete writing process. Students will have the opportunity to achieve excellence, originality and integrity in their own work while supporting these qualities in the work of their peers. Their final product will be assessed as a summative writing assignment for this unit.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2b – read, understand and use written materials effectively;

CGE2d – write and speak fluently one or both of Canada's official languages;

CGE3c – think reflectively and creatively to evaluate situations and solve problems;

CGE4a – demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4b – demonstrate flexibility and adaptability;

CGE4d – respond to, manage, and constructively influence change in a discerning manner;

CGE4f – apply effective communication, decision-making, problem-solving, time and resource management skills;

CGE5a – work effectively as interdependent team member;

CGE5g – achieve excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Strand(s): Language, Writing

Overall Expectations

LIV.02P – demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, magazines, and reports;

WRV.04P – revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and coherence;

WRV.05P – edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate;

LGV.01P – use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences.

Specific Expectations

LI2.01P – use knowledge of elements of the novel, such as plot and subplot, characterization, setting, conflict, theme, and point of view, to understand and interpret texts in the genre;

WR2.01P – demonstrate an understanding of literary and informational forms, such as personal essays, dramatizations, descriptions, poems, research reports, newspaper columns or magazine articles, and formal letters, by selecting forms appropriate to different purposes and audiences to use in their own writing;

WR4.01P – revise drafts to ensure that ideas are adequately developed and supported by relevant details and facts, and to achieve clarity and unity;

WR4.02P – revise drafts to ensure consistency in the use of first or third person and use of an appropriate level of language;

WR4.03P – make constructive suggestions to peers in a writing conference;

WR4.04P – consider reactions of teachers, peers, and others in revising and editing written work;

WR5.01P – identify borrowed information, ideas, and quotations and use a variety of techniques to incorporate them smoothly into written work and research projects;

WR5.02P – select the publication method or vehicle most accessible or appealing to the intended audience, using technology in a variety of ways where appropriate;

WR5.03P – provide documentation showing their use of the writing process;

WR5.04P – edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below;❖

WR5.05P – use parts of speech correctly, including the participle;❖

WR5.06P – construct a variety of complete and correct sentences (including compound-complex sentences), using adjective and adverb phrases and noun, adjective, and adverb clauses;❖

WR5.07P – identify and correct sentence errors, including comma splices and run-on sentences;❖

WR5.08P – make collective nouns used as subjects agree with verbs in simple and compound sentences;

WR5.09P – use verb tense and voice;❖

WR5.10P – use knowledge of a wide range of spelling patterns, rules and strategies to analyse and correct spelling errors;❖

WR5.11P – spell specific historical and technical terms correctly;

WR5.12P – use a variety of resources to correct errors in spelling;❖

WR5.13P – use punctuation correctly, including the semicolon;❖

LG1.03P – modify their vocabulary and phrasing in oral and written work to suit specific informal and formal situations;❖

LG1.04P – identify when it is appropriate to use slang, dialect, colloquialisms, idioms, acronyms, technical terminology, and standard Canadian English in oral and written work;

LG1.05P – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:

- parts of speech, including participles;
- types of sentences, including compound- complex sentences;
- components of sentences, including adjective and adverb phrases, noun, adjective, and adverb clauses;
- agreement between subject and verb, and between pronoun and antecedent;
- consistency of verb tense and voice;❖

LG1.06P – recognize, describe, and correct sentence errors in oral and written language;❖
LG1.07P – recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:

- spelling, historical and technical terms;
- capitalization of proper nouns, and in scripts, dialogue, and poetry;
- punctuation, including semicolon.❖

Planning Notes

- Depending on individual students' needs, teachers may need to guide students in their selection of a piece of writing for this activity.
- The teacher will need to create checklists for self- and peer editing for students to complete during their writing process.
- The teacher must consider the fact that not all students have completed Grade 9 in Ontario, and many of the students will not have thorough knowledge of the grammatical skills and stages of the writing process that are crucial to the successful completion of this assignment. The teacher must constantly monitor student abilities and levels of competence in terms of writing and reading. Some skills outlined in the Grade 9 Applied English expectations will need to be taught and reviewed.
- The teacher may choose to assign peer-editing partners or groups.

Prior Knowledge Required

Students will have practised the stages of the writing process in ENG1P or ENG1D. At this point in the unit, students should be confident in their use of correct subject-verb agreement.

Teaching/Learning Strategies

- The teacher will review, as necessary, the stages of the writing process as well as the expectations for peer and/or self-revising and editing.
- Students will select a piece of writing completed in this unit that they wish to publish.
- Students should select a piece of writing that will best demonstrate their understanding of subject-verb agreement, clear paragraph structure, and at least one element of short fiction.
- Students will complete a self-editing checklist for their writing.
- Students will exchange their work with at least one other student in order to complete peer-editing checklists.
- During editing process, the teacher will circulate to answer questions and ensure that each student is on task.
- Students will then work individually to create a publishable copy of their writing to be submitted along with their rough draft, two editing checklists, and cover page.
- The teacher will encourage the students to use word-processing and desktop-publishing programs in the completion of their work.

Assessment/Evaluation Techniques

Formative

- teacher observation of editing process (WR4.02P, WR4.01P)
- completion of editing checklists (WR2.01P, WR1.04P)
- informal teacher-student and student-student conferencing (LG1.03-07P)

Summative

- teacher evaluation of published writing piece (LI2.01P,WR5.04-05P,WR5.09-10P, WR5.12-13P, LG1.03P, LG1.05P, LG1.06-07P)

Accommodations

- Students experiencing difficulties going through the writing process will develop strategies with the assistance of the teacher to enable them to more successfully move from prewriting to sequencing to writing.
- Students could be provided with the opportunity for collaborative writing.

Resources

Aker, Don and D. Hodgkinson. *Language and Writing 9*. Canada: ITP Nelson, 1999.
ISBN 0-17-618681-6

Archer, Lynn, C. Costello, and D. Harvey. *Reading and Writing for Success*. Canada: Harcourt Brace, 1997. ISBN 0-7747-0197-8.

Dawe, Robert, B. Duncan, and W. Mathieu. *ResourceLines 9/10*. Toronto, Prentice Hall Language, 1999. ISBN 0-13-012922-4*

Gregory, Kathleen, Caren Cameron, and Anne Davies. *Setting and Using Criteria*. Merville, British Columbia: Connections Publishing, 1997. ISBN 0-9682160-1-3*

Appendix A

Reference Chart for Writers' Workshop Activities

The following is a list of new and reviewed grammar concepts and skills for Grade 10 Applied English. Each of the new concepts/skills is a focus for a separate Writers' Workshop Activity (one focus per unit). Students are expected to demonstrate an understanding of their correct use both individually and cumulatively as they progress through the units of this course.

Grammar Concepts and Skills – New in Grade 10	Grammar Concepts and Skills – Review for Grade 10
• Subject-verb agreement – collective nouns (WR5.08P, LG1.05P) • Adjective/adverb phrases (WR5.06P, LG1.05P) • Noun, adjective, and adverb clauses (WR5.06P, LG1.05P) • Participles (WR5.05P, LG1.05P) • Semi-colon (WR5.13P, LG1.07P) • Correct spelling of historical and technical terms (WR5.11P, LG1.07P)	• Parts of speech (WR5.05P, LG1.05P) • Compound and complex sentences (WR5.06P, LG1.05P) • Recognizing and correcting comma splices and run-ons (WR5.07P, LG1.06P) • Pronoun and antecedent agreement (LG1.05) • Correct use of active and passive voices (WR5.09P) • Spelling rules, patterns, and strategies (WR5.10P) • Correct use of punctuation (e.g., end punctuation, comma, dash, apostrophe, colon, quotation marks, parentheses, ellipses, etc.) (WR5.13P, LG1.07P) • Consistency of verb tense and voice (LG1.05P) • Capitalization (LG1.07P) • Use of variety of resources to correct errors in spelling (WR5.12P)

Suggested Grammar Resources

Print

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*. Canada: Harcourt Brace Canada, 1997. ISBN 0-7747-0197-8

Ellsworth, Blanche and John Higgins. *English Simplified: Canadian Edition*, 2nd ed. Harper Collins, 1990. ISBN 0-06-041908-3

Hilker, Douglas and Sue Harper. *Elements of English 9*. Toronto: Harcourt Brace Canada, 1999. ISBN 0-7747-0576-0*

Norton, S. and B. Green. *The Bare Essentials, Form A*. Canada: Harcourt Brace and Company, 1996. ISBN 0-7747-3361-6

Pratt, L. *Grammar: Step-by-Step*. Illinois: National Textbook Co., 1985. ISBN 0-8442-5490-8

Sebranek, P. *Writers Inc*. Wisconsin: Write Source, 1992. ISBN 0-939045-78-8

Non-Print

http://www.andromeda.rutgers.edu/~jlynch/writing/

http://www.schoolnet.ca

http://www.literacynet.org/home.html

Appendix B

General Reading Strategies

Throughout this course, teachers may wish to employ the following reading strategies to improve students' reading abilities:

1. Reading Response Journals
   A response journal provides students with the opportunity to write in a non-structured way, about their opinions, responses, ideas and questions raised when reading a text. When writing, students should be encouraged to make links between the materials they are reading and their own lives. Teachers may use reading response journals as a written conversation tool between themselves and the student or between two students. In order to develop organizational skills, students should be encouraged to record the date they are writing, the title of the text and the page numbers read.

2. Reading Groups
   The teacher may wish to break the class up into groups of two to four students. As a group, these students will read together, both orally and silently. They can help each other decode messages, answer questions, and practise their oral reading skills. When forming the groups, the teacher should keep in mind the varied reading levels within the class. Teachers should also be sensitive to students who have difficulty reading in front of peers.

3. Reading Questions
   Prior to the commencement of the reading activity, the teacher may wish to provide students with reading questions. These questions act as a comprehension guide and help students look for important information that will aid in their understanding of the text.

4. Prediction Charts
   Prediction charts can be a valuable reading strategy tool for students, particularly when reading in groups or reading aloud in class. The teacher should instruct the students to stop reading at a particular point in the material, story, etc. and predict what will happen next. Students should explain why they have made their predictions. As the students continue to read, they can compare their predictions to what actually happens in the text.

5. Summary/Listing Of Key Events/Making Up Questions
   - Students should be encouraged to summarize what they have read, e.g., in novels, students could summarize at the end of every chapter. Summary writing helps reinforce what the students have read and aids in comprehension. These summaries can also be a useful tool for students to review what they have read before they continue.
   - Listing key events helps students develop skills that allow them to separate minor details from more important information necessary for understanding.
   - Students should be encouraged to make up their own questions after reading. They can answer their own questions or exchange their questions with other students. Again, this provides students with the opportunity to isolate important or critical information.

Appendix B (Continued)

General Reading Strategies

6. Skimming/Scanning
    - Teacher should give opportunities to students to practise scanning materials. Scanning involves looking quickly at a text, searching for specific words or groups of words. When the student finds the words, he or she should read the surrounding context to evaluate whether or not the information is useful. This type of reading is particularly helpful when students are looking for quotations from the text or answers to specific questions.
    - Skimming allows students to save time when doing research. Teacher should encourage students to take a quick look at the text before they read to familiarize themselves with the format and obtain a general overview of the information and topics that will be addressed. This skill helps students to prepare for more in depth reading.

7. Vocabulary Lists
   Teacher should encourage students to keep a running vocabulary list of words from their reading that they do not understand as they read. Student should look up each word and write down a definition in their own words. This aids in comprehension and allows students to broaden their vocabulary.

Adapted, in part, from:
Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*. Harcourt Brace, Canada, 1999.
ISBN 0-77747-0197.

Appendix C

Understanding Character Activity Worksheet

Step 1: Select a character from one of the short stories previously read.

Step 2:
(a) Each student will complete an Understanding the Character chart based on their selected character. When completing the chart, the student must find specific details – including quotes – from story to support each point (see chart below).
(b) In small groups (formed according to character selected), students will compare and evaluate charts. Through this process, the group must come to a consensus and complete a group Understanding the Character chart.
(c) Finally, each small group presents their evaluation to the class. Students are encouraged to ask one another questions based on their evaluations.

Understanding the Character Chart

Directions:

Rate the character on each of the following scales by circling the point on each scale that you think best describes that character trait. Include at least one specific textual proof to substantiate each evaluation.

Evidence:

Good	1	2	3	4	5	Bad
Independent	1	2	3	4	5	Dependent
Considerate	1	2	3	4	5	Inconsiderate
Sensitive	1	2	3	4	5	Insensitive
Honest	1	2	3	4	5	Dishonest
Unselfish	1	2	3	4	5	Selfish
Direct	1	2	3	4	5	Deceptive
Carefree	1	2	3	4	5	Calculating
Self-reliant	1	2	3	4	5	Family Oriented
Happy	1	2	3	4	5	Sad
Brave	1	2	3	4	5	Timid
Aggressive	1	2	3	4	5	Passive

Appendix D

Theme Activity: Children's Story Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Does student demonstrate an understanding of the elements of the literary form?	- limited understanding of elements is evident	- some understanding of elements is evident	- considerable understanding of elements is evident	- a high degree of understanding of elements is evident
Does student use his/her understanding of theme and effectively demonstrate this with his/her story?	- demonstrates a limited understanding of theme	- demonstrates some understanding of theme	- demonstrates considerable understanding of theme	- demonstrates a high degree of thorough and insightful understanding of theme
	- limited connections are made between the events in the story and the theme	- some connections are made between the events of the story and the theme	- considerable connections are made between the events of the story and the theme	- insightful connections are made between the events of the story and the theme to a high degree
Does student consider the characteristics of their audience in developing the content of his/her story?	- communicates with a limited sense of audience and purpose	- communicates with some sense of audience and purpose	- communicates with a considerable sense of audience and purpose	- communicates with a strong sense of audience and purpose
Does student follow the editing process as evidenced by his/her final product?(WR4.01-4.04)	- uses writing process with limited skill	- uses writing process with moderate skill	- uses writing process with considerable skill	- uses writing process with a high degree of skill
Does student use correctly in written language agreement between subject and verb? (LG1.05)	- uses the required language conventions with limited accuracy and effectiveness	- uses the required language conventions with some accuracy and effectiveness	- uses the required language conventions with considerable accuracy and effectiveness	- uses the required language conventions with high degree of accuracy and effectiveness

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Unit 2: Novel Study: Mining the Imagination

Time: 25 hours

Unit Description

This unit is designed to help students investigate human experiences through the study of character and theme. Students will apply literary terms introduced in the short fiction unit and will employ a variety of reading strategies to understand the key elements of the novel including content, character, atmosphere, and conflict. Students will apply their knowledge in a summative activity that links the novel to media. Through this novel study, students will recognize and connect recurring themes that allow them to integrate the Catholic experience into their appreciation and understanding of literature.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE1d, h, 2a, b, c, d, 3b, c, 4a, b, c, d, f, g, 5a, e, g, 7b.

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Overall Expectations: LIV.01P, LIV.02P, LIV.03P, LGV.01P, LGV.02P, WRV.03P, WRV.04P, WRV.05P, MDV.02P.

Specific Expectations: LI1.01-07P, LI2.01P, LI2.03P, LI3.01P, WR1.02P, WR1.04P, WR3.01-04P, WR5.04P, LG1.02P, LG1.03P, LG1.05P, LG2.01P.

Activity Titles (Time + Sequence)

Activity 1	Writers' Workshop, Part Two	30 minutes
Activity 2	Initial Exploration	420 minutes
Activity 3	Conflict: Cause and Effect	185 minutes
Activity 4	Characterization Study: The Job Search	300 minutes
Activity 5	Word Power: Atmosphere and Theme	265 minutes
Activity 6	Marketing Mania	300 minutes

Prior Knowledge Required

- Grade 9 English Applied Expectations. Refer to course policy documents.
- Refer to list of grammatical conventions in Activity 1, Unit 1 as well as Appendix A for new and reviewed concepts.

Unit Planning Notes

- The teacher must choose materials that can be linked to the students' life experiences.
- The grammatical convention outlined in Activity 1 should be practised throughout the activity to allow students the opportunity to master the skill. Opportunities should be given for students to revisit the convention studied in Unit 1 as well.
- The Writing Process is ongoing and skills developed in Unit 1 will be developed and extended in this unit.
- Research skills will be incorporated into this unit. The teacher may seek the help of a teacher-librarian in the planning of certain activities.
- Ensure safety precautions are met when using Internet or music as a resource.
- The teacher should be prepared to accommodate different learning styles to allow students to achieve expectations.

- Teacher must be sensitive to the fact that not all students completed Grade 9 English in Ontario. All expectations outlined in the Grade 9 Applied English document may not have been mastered. Teachers must constantly assess students' skills. Some expectations must be reviewed or taught.
- Daily reading and writing provide an excellent opportunity for students to develop comprehension and writing skills. It also provides students with an opportunity to express opinions, develop ideas and practise reading and writing skills. Teachers will incorporate 10-15 minutes of daily reading and response into the regular routine of the classroom.
- When teaching/discussing the forms, conventions and mechanics of literature and language, e.g., symbolism, characterization, alliteration etc., teachers must be sure to teach within the context of the meaning, issues and ideas expressed in the literature. Students must be encouraged to make active and creative links between form and meaning.
- Teacher should provide ample structured opportunities for students to discuss any social issues and cultural biases present in the novel studied including omissions, historical context, etc.
- Teacher should be sensitive to students with special needs. Individual Education Plans should be consulted; accommodations and modifications should be made when necessary to ensure student success.

Teaching/Learning Strategies

- Teacher-prepared instruction/lessons
- Teacher-led discussion
- Teacher/student conferencing
- Collaborative work (jigsaw and other small group activities)
- Student presentation
- Student research
- Response journal
- Formal paragraph writing
- Creative writing

Collage

Assessment and Evaluation

Formative

Teacher:

- informal observation
- checklist
- rubric
- teacher/student conferencing
- content quiz

Student:

- self-assessment through peer and self-editing
- student response journals
- checklists
- rubrics

Summative

- writing assignments (formal, informal, creative)
- presentation
- rubric

Accommodations

Teacher will encourage success of all students in the following ways:

- providing reading materials that address reading levels;
- providing alternate activities that reflect different learning styles and abilities;
- providing extra time for assignment completion;
- breaking down assignments into smaller, more manageable tasks;
- pairing students;
- providing reading materials in larger type or Braille for students with visual impairment;
- providing recorded reading materials for students with visual impairment.

Resources

Print

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*. Canada: Harcourt Canada, Ltd., 1999. ISBN 0-7747-0197-8

Dawe, Robert, Barry Duncan, and Wendy Mathieu. *Resource Lines 9/10*. Scarborough: Prentice-Hall Ginn Canada, 1999. ISBN 0-13-012922-4

Dube, Judith, Kathy Lewis, Robert Malay, and Avon Whittles. *Writing Sense*. Canada: Harcourt Brace and Company Canada, Ltd., 1999. ISBN 0-7747-1445-X

Gregory, Kathlen, Caren Cameron, and Anne Davies. *Setting and Using Criteria*. British Columbia: Connections Publishing, 1997. ISBN 0-9682160-1-3

Suggested Novel titles

Bach, Richard. *Jonathan Livingston Seagull.*

Bell, William. *Forbidden City.*

Cormier, Robert. *Chocolate War.***

Craven, Margaret. *I Heard the Owl Call My Name.***

Gilmore, Rachna. *A Screaming Kind of Day.***

Lipsyte, Robert. *The Contender.*

Matas, Carol. *Lisa.*

Mowat, Farley. *Lost in the Barrens.***

Pearson, Kit. *Awake and Dreaming.***

Wieler, Diana. *Drive.***

Wynne-Jones, Tim. *The Maestro.***

(** indicates Canadian author)

Non-print

Christian Classics Library
http://www.ccel.org

Copies of Prediction, Vocabulary, Character and Language chart for class

Internet career sites

Examples of movie paraphernalia, promotional materials
Movie studio web sites
Fast food company web sites

Video
Great Authors, International tele-film
www.itf.ca

Activity 1: Writers' Workshop, Part Two

Time: 30 minutes

Description

This activity is part two of an ongoing sequence of activities where students will study and practise their use of grammar expectations specific to this course. In part two, the focus will be on the correct use of adjective/adverb phrases. The teacher will instruct using a formal lesson and then students will demonstrate their understanding of the concept through a short writing response in their writing journal. This response would ideally be connected to the reading of novels. These written responses will be formatively assessed, using teacher, self and peer assessment, in preparation for the summative writing assignment(s) in the unit.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:
CGE2c – present information and ideas clearly and honestly and with sensitivity to others;
CGE2d – write and speak fluently one or both of Canada's official languages;
CGE3c – think reflectively and creatively to evaluate situations and solve problems.

Strand(s): Writing, Language

Overall Expectations
WRV.05P – edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate;
LGV.01P – use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences.

Specific Expectations
WR5.06P – construct a variety of complete and correct sentences (including compound-complex sentences), using adjective and adverb phrases; and noun, adjective, and adverb clauses;
LG1.05P – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:

- types of sentences, including compound-complex sentences;.
- components of sentences, including adjective and adverb phrases;
- components of sentences, including adjective and adverb phrases; noun, adjective, and adverb clauses;
- agreement between subject and verb, and between pronoun and antecedent;
- consistency of verb tense and voice.

Planning Notes

- Please refer to Activity 1, Unit 1 for detailed information.
- When assessing cumulative skills, teacher will assess for correct subject-verb agreement as well as the correct use of adjective/adverb phrases.

Teaching/Learning Strategies

- The focus for this Writers' Workshop is the *correct use of adjective/adverb phrases*. Please refer to Activity 1 of Unit 1 for detailed instructions and information.
- The teacher will provide students with questions to respond to in their writing journals which could include:
  - What is the last novel you read?
  - Did you enjoy it? Why or why not?
  - Who is your favourite author? Why do you like this author's writing style?
  - Have you ever read a book and then seen the movie? Which did you prefer and why?
  - What are your feelings about beginning a novel unit? Why?

Assessment/Evaluation Techniques, Accommodations, Resources, Appendices

- Please refer to Activity 1, Unit One for detailed information.
- Please refer to Appendix A for a list of grammatical conventions considered new and reviewed in ENG2P.

Activity 2: The Initial Exploration

Time: 420 minutes

Description

The main purpose of this activity is to provide students with a structured approach to an initial reading of a novel. In this approach, the student will develop God-given talents and will foster the development of those talents in others. At the conclusion of this activity, the students will have developed a comprehension of the novel, developed vocabulary, and gained insight into the central characters.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2b – read, understand, and use written materials effectively;
CGE2c – present information and ideas clearly and honestly and with sensitivity to others;
CGE2d – write and speak fluently one or both of Canada's official languages;
CGE3c – think reflectively and creatively to evaluate situations and solve problems;
CGE4a – demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
CGE4b – demonstrate flexibility and adaptability;
CGE4d – respond to, manage and constructively influence change in a discerning manner;
CGE4f – apply effective communication, decision-making, problem-solving, time and resource management skills;
CGE5e – respect the rights, responsibilities, and contributions of self and others;
CGE7b – accept accountability for one's own actions.

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Overall Expectations

LIV.01P – read and demonstrate an understanding of a range of literary and informational texts;
WRV.03P – use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;

LGV.01P – use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences;
LGV.02P – use listening techniques and oral communication skills to participate in classroom discussions and more formal activities.

Specific Expectations
LI1.01P – describe information, ideas, opinions, and themes in texts they have read during the year from a variety of print and electronic sources;❖
LI1.03P – select a variety of reading strategies and use them effectively before, during, and after reading to understand texts;❖
LI1.04P – demonstrate understanding of a text by citing explicit information and ideas from it;❖
LI1.05P – analyse the information and ideas presented in texts and make inferences based on the analysis;
LI2.01P – use knowledge of elements of the novel, such as plot and subplot, characterization, setting, conflict, theme, and point of view, to understand and interpret texts in the genre;❖
WR3.01P – use key words in questions or prompts to organize ideas, information, and evidence in written answers;
WR5.06P – construct a variety of complete and correct sentences;
LG1.03P – modify their vocabulary and phrasing in oral and written work to suit specific informal and formal situations;
LG1.05P - recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:

- parts of speech, including participles;
- types of sentences, including compound-complex sentences;
- components of sentences, including adjective and adverb phrases, noun, adjective, and adverb clauses;
- agreement between subject and verb, and between pronoun and antecedent;
- consistency of verb tense and voice;

LG2.01P – use listening techniques and oral communication skills to participate in group discussions.

Planning Notes

- The teacher will select a short, high interest novel from a list suitable to the level and composition of the class.
- The teacher will prepare a series of five to eight general theme questions (based on a major theme in the novel) to be used as a pre-reading activity. Some of these questions should address social issues or cultural biases to be encountered in a novel that will allow students to consider these issues from a Catholic perspective.
- When teaching/discussing the forms, conventions, and mechanics of literature and language (e.g., symbolism, characterization, alliteration, etc.), teachers must be sure to teach within the context of the meaning, issues and ideas expressed in the literature. Students must be encouraged to make active and creative links between form and meaning.
- The teacher will prepare a series of comprehension questions to be used as a reading guide by the students during the initial reading of the novel. These questions should explore plot, subplot, character, setting, conflict, cause and effect, point of view, and issues or biases presented.
- The teacher will prepare a Prediction Chart to be used by the class during the reading of the novel.

Key Event and Page	Predicted Outcome	Actual Outcome	Comments

- The teacher will create a Vocabulary Chart to be used by the students during the reading of the novel.

Vocabulary and Page	Dictionary Definition	Word used in New Sentence

- The teacher will prepare a Character Chart to be used by the students during the reading of the novel.

List of Characters	Character Traits and Page References	Characterization Technique	Symbol

- The teacher will prepare a Language Chart based on the Adjective and Adverb Phrase to be used during the reading of the novel.

Type of Phrase: Adjective or Adverb	Example and Page Reference	Explanation

- The teacher will plan the portion of the novel to be covered each class based on the time and the length of the novel.
- The teacher will prepare a short comprehension test to consist of the following question types:
  - multiple choice;
  - adjective and adverb phrases taken from the novel to be identified and explained.

Prior Knowledge Required

- Students will know the basic techniques to develop character reviewed in the previous short story unit.
- Students will have met the expectation of understanding subject/verb agreement.
- Students will know how to use a dictionary.

Teaching/Learning Strategies

Pre-Reading Activity

- In the class prior to commencement of this activity, the teacher will assign for homework the completion of five to eight general theme questions.
- The teacher will lead the class in a discussion of the general theme questions completed for homework. During the discussion, the teacher will record, on the board, key ideas generated by the students that relate to the novel to be studied. Students will copy these ideas into their notebooks.
- The teacher will distribute copies of the novel to be read.
- The teacher will distribute and briefly explain the following charts to be used during the process of reading the novel:
  1) Vocabulary Chart - Students list unknown words during the process of reading the novel. At the end of each class, the students will complete the definition and sentence portion of the chart for homework.
  2) Character Chart - During the reading of the novel, students will record details learned about central characters in the chart. At the end of the class and for homework, students will complete the chart by noting the technique used by the author to reveal the details listed about each character. **Note:** the symbol column in this chart will only be used in the Culminating Activity for this unit.
  3) Language Chart - After the reading of a portion of the novel each class, students are to list and explain one adjective phrase and one adverb phrase found in the novel.
- The teacher will post and briefly explain the Prediction Chart.
- The teacher will distribute the Reading Guide questions and will explain the way in which these will be used in the course of reading the novel.

Reading Activity

Each class will adhere to the following format:

- The teacher will circulate and will check the following for completion:
  1) Reading Guide Questions
  2) Vocabulary Chart
  3) Character Chart
  4) Language Chart
- The teacher will review the reading of the previous class by orally taking up the Reading Guide questions assigned for homework and recording key information on the Board. Students will participate in the discussion and will add any details not included in personal answers.
- During this class discussion the teacher will make a point to address any social issues which arise in the novel and will apply Catholic social justice philosophy to the discussion.
- Students and the teacher will participate in an oral reading of the novel. (This could be alternated with silent reading, group reading and other reading strategies to add variety to the class. See Appendix B for remedial strategies.)
- During the oral reading of the novel, the class will complete the Prediction Chart together.
- During the reading of the novel, each student will add to Vocabulary Chart and Character Chart.
- At the end of the class, if time permits, students will work on the Vocabulary Chart, Character Chart, Language Chart, and Reading Guide Questions.
- For homework, students will work on material not completed in class which, depending on what was covered during class, will involve a combination of reading, answering Reading Guide Questions, and filling in charts.
- At the end of the activity, students will submit answers to Reading Guide Questions, Vocabulary Chart, Character Chart, and Language Chart for formal evaluation.

Post Reading Activity

- The teacher will administer a Post Reading Quiz.

Assessment/Evaluation Techniques

Formative

- Teacher daily checking of Character Chart, Vocabulary Chart, and Language Chart (LI1.03P, 04P; WRV.03P; WR1.03P).
- Teacher daily checking of work on Reading Guide questions (LI1.05P; LI2.01P).
- Teacher daily checking of student ability to discuss novel through Prediction Chart (LI1.03P; WRV.03P; WR1.03P)

Summative

- Evaluation of Reading Guide Questions, Vocabulary Chart, Character Chart, and Language Chart (LI1.01P, LI1.03P, LI1.04P, LI2.01P)
- Post Reading Comprehension Quiz (LI2.01P; LG1.05P)

Accommodations

Reading is a critical skill and must be a productive and positive experience. Students can be supported through a variety of strategies including the following:

- reading one-to-one for students with reading difficulties;
- word attack strategies;
- listening to recording of novel for students with visual impairment;
- working with a partner in answering questions and completing chart work;
- viewing a movie of the novel for students with ADHD;
- providing a vocabulary list;

- challenging students to read/view/listen to additional related work;
- providing Braille text for students with visual impairment;
- providing a glossary of definitions of difficult words to students with limited vocabulary;
- encouraging students with reading difficulties to read aloud to a peer.

Resources

Copies of prediction, vocabulary, character, and language chart for class

Suggested Novel titles

Bach, Richard. *Jonathan Livingston Seagull.*
Bell, William. *Forbidden City.*
Cormier, Robert. *Chocolate War.***
Craven, Margaret. *I Heard the Owl Call My Name.***
Gilmore, Rachna. *A Screaming Kind of Day.***
Lipsyte, Robert. *The Contender.*
Matas, Carol. *Lisa.*
Mowat, Farley. *Lost in the Barrens.***
Pearson, Kit. *Awake and Dreaming.***
Wieler, Diana. *Drive.***
Wynne-Jones, Tim. *The Maestro.***
(** indicates Canadian author)

Appendices

Please refer to Appendix B for suggested reading strategies.

Activity 3: Conflict: Cause and Effect

Time: 185 minutes

Description

Through this activity, students will gain an understanding of conflict and will realize that the way in which we respond to conflict in our lives, has consequences. Conflict, and the consequences of it, will be applied to the characters in the novel. Students will reflect on their personal, Christian values and consider how these influence their choices and ability to deal with conflict in their own lives. They will connect the ideas of conflict, response and consequences through the creation of a visual presentation and through written paragraphs connected by a controlling idea.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE1d – develop attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
CGE2b – read, understand, and use written materials effectively;
CGE2c – present information and ideas clearly and honestly and with sensitivity to others;
CGE2d – write and speak fluently one or both of Canada's official languages;
CGE3c – think reflectively and creatively to evaluate situations and solve problems;
CGE4a – demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
CGE4b – demonstrate flexibility and adaptability;

CGE4c – take initiative and demonstrate Christian leadership;
CGE4f – apply effective communication, decision-making, problem-solving, time and resource management skills;
CGE4g – examine and reflect on one's personal values, abilities and aspirations influencing life's choices and opportunities;
CGE5e – respect the rights, responsibilities, and contributions of self and others;
CGE7b – accept accountability for one's own actions.

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Overall Expectations
LIV.01P – read and demonstrate an understanding of a range or literary and informational texts;
LIV.02P – demonstrate an understanding of the elements of range of literary and informational forms with a focus of poems, magazines, and reports;
WRV.03P – use a variety of print and electronic sources to gather information an explore information for their written work;
WRV.05P – edit and proofread to produce final drafts using correct grammar, spelling and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources or sources when appropriate;
LGV.01P – use knowledge of vocabulary and language conventions to speak, read and write clearly, correctly and completely for specific audiences;
MDV.02P – use knowledge of a range of media forms, purposes and audiences to create media works and explain their intended effects.

Specific Expectations:
LI1.02P – describe information, ideas, opinions, and themes in texts they have read from a variety of print and electronic sources;
LI1.03P – select a variety of reading strategies and use them effectively before, during and after reading to understand texts;
LI1.06P – use evidence from a text to support judgments about an issue;❖
LI2.01P – use knowledge of elements of the novel, such as plot and subplot, characterization, setting, conflict, theme and point of view to understand and interpret texts in the genre;❖
WR1.04P – use the information and ideas generated to develop the content of written work;
WR3.02P – use a single controlling idea and connecting words and phrases to structure a series of paragraphs;❖
WR3.04P – use a pattern such as sequential order, comparison, and contrast or cause and effect to present directions, instructions and the results of an investigation in a clear and logical manner;❖
WR5.05P – use parts of speech correctly, including the participle;
WR5.06P – construct a variety of complete and correct sentences (including compound-complex sentences), using adjective and adverb phrases and noun, adjective, and adverb clauses;
WR5.07P – identify and correct sentence errors, including comma splices and run-on sentences;
WR5.08P – make collective nouns used as subjects agree with verbs in simple and compound sentences;
WR5.09P – use verb tense and voice;
WR5.10P – use knowledge of a wide range of spelling patters, rules, and strategies to analyse and correct spelling errors;
WR5.11P – spell specific historical and technical terms correctly;
WR5.12P – use a variety of resources to correct errors in spelling;
WR5.13P – use punctuation correctly, including the semicolon;

LG1.05P – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:

- parts of speech, including participles;
- types of sentences, including compound- complex sentences;
- components of sentences, including adjective and adverb phrases, noun, adjective, and adverb clauses;
- agreement between subject and verb, and between pronoun and antecedent;
- consistency of verb tense and voice;

MD2.01P – adapt an idea or theme from a work of literature for presentation in another media form and determine what aspects have been weakened and/or strengthened.❖

Planning Notes

- The teacher will be prepared to give examples of conflict from his/her own life as a model for students' answers.
- The teacher may wish to arrange a visit from the chaplain to discuss conflict resolution techniques and peer mediation approaches to dealing with conflict in the students' own lives.
- Teachers must be sure to teach conflict within the context of the meaning, issues and ideas expressed in the literature. Students must be encouraged to make active and creative links between form and meaning.
- The teacher should create a peer/self editing checklist for students to use for their own work.
- The teacher will create a Conflict Analysis Chart for handout:

Conflict type	Character(s)	Circumstances/Explanation

- The teacher will collect examples of storyboards (vignettes) or comic strips to show students.

Prior Knowledge Required

- Students will understand the components of paragraph writing.
- Students should be familiar with conflict (person vs. person, person vs. nature, etc.).

Teaching/Learning Strategies

Part One: Conflict

- The teacher will review conflict (person vs. person, human vs. his/herself, human vs. nature, etc.).
- Students will brainstorm possible conflict in their lives, e.g., friend vs. friend, student vs. teacher, students vs. snowstorm, etc.
- The teacher will provide students with the organizer outlined in planning notes.
- Students will complete organizer in pairs or small groups.
- *Optional writing activity: Students will choose one example of conflict from their list. From the point of view of the character involved, they will write an informal letter to an advice columnist explaining their conflict and asking for advice on what to do about it.

Part Two: Cause and Effect

- Through teacher-led, whole group discussion, students will discuss how they respond to conflict in their own lives.
- The teacher may provide an example from his/her own life and ask students to do the same.
- The teacher should guide discussion to focus on acceptable approaches that Christians may take to resolve their differences with others.
- The teacher may choose to invite participation of school chaplain or parish priest to further investigate this topic.

- In small groups, students will choose an example of conflict from the novel and outline the character's (characters') response to the conflict. They should record their answers.
- Group answers should be reviewed in whole class discussion.
- At this time, the teacher should discuss the ways that they respond to consequences in their lives.
- The teacher will provide an example from his/her own life and ask students to do the same. The teacher will be sure to point out the nature of cause and effect.
- Students will choose one example of conflict from their organizer. They will identify how the character(s) responded to the conflict, what the consequences were and the influence, or lack of influence, Christian values had on the response.
- The teacher should show students an example of a storyboard or comic strips.
- Students will create a storyboard (comic strip) or series of vignettes that illustrate their chosen conflict, the response and the consequences in sequential order.
- The teacher will review the elements of good paragraph writing and provide examples.
- Students will write a series of three paragraphs that correspond to their storyboard. The first paragraph will address the conflict, the second paragraph will address the response and the third paragraph will address the consequences and influence of Christian values. Emphasis will be put on the correct use of adjective and adverb phrases.
- Students will self-edit their paragraphs and hand them in along with the storyboard.

Assessment/Evaluation Techniques

Formative

- Teacher observation of class discussion and organizer work (LI1.06P)

Summative

- Storyboard (MD2.01P)
- Paragraph writing (WR1.04P, WR3.02P, WR3.04P, LG1.05P)

Accommodations

- The teacher could provide examples of each type of conflict.
- The teacher could pair students during activities.
- The teacher could provide the storyboard pictures and have student put them in order before writing the paragraphs.
- The teacher could use visual aids consistently to support oral messages.
- Students with visual impairment could produce a sound recording of the conflict/consequence piece, rather than a storyboard.
- The teacher will encourage students to read their work aloud on tape to help them with self-editing.

Resources

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*. Canada: Harcourt Canada, Ltd., 1999. ISBN 0-7747-0197-8

Dawe, Robert, Barry Duncan, and Wendy Mathieu. *ResourceLines 9/10*. Scarborough: Prentice-Hall Ginn Canada, 1999. ISBN 0-13-012922-4

Dube, Judith, Kathy Lewis, Robert Malay, and Avon Whittles. *Writing Sense*. Canada: Harcourt Brace and Company Canada, Ltd., 1999. ISBN 0-7747-1445-X

Activity 4: Characterization Study: The Job Search

Time: 300 minutes

Description

In this activity, students will understand and apply character development techniques. Students will incorporate the elements of a traditional character sketch in a letter of job application. Students will demonstrate an understanding that characters are defined by the qualities that make them think, feel, and act in certain ways. The study of character will foster students' appreciation of the value of all individuals as creations of God and therefore, as intrinsic members of our communities.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE1d – develop attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
CGE1h – respect the faith traditions, world religions and the life-journeys of all people of good will;
CGE2a – listen actively and critically to understand and learn in light of gospel values;
CGE4a – demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
CGE4b – demonstrate flexibility and adaptability;
CGE4f – apply effective communication, decision-making, problem-solving, time and resource management skills.

Strand(s): Literature Studies and Reading, Writing, Language

Overall Expectations

LIV.02P – demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, magazines, and reports;
WRV.03P – use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;
WRV.04P – revise their written work, collaboratively and independently with a focus on support for ideas, accuracy, clarity, and coherence;
WRV.05P – edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate;
LGV.01P – use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences.

Specific Expectations

LI1.04P – demonstrate understanding of a text by citing explicit information and ideas from it;❖
LI2.01P – use knowledge of elements of the novel, such as plot and subplot, characterization, setting, conflict, theme, and point of view, to understand and interpret texts in the genre;❖
WR3.02P – use a single, controlling idea and connecting words and phrases to structure a series of paragraphs;
WR3.03P – provide an introduction, body, and conclusion to present information sequentially, support an opinion, or develop an argument in reports and short essays;❖
WR1.02P – locate and summarize information and ideas from print and electronic sources, including newspapers and magazines, reports, dictionaries, encyclopedias, vertical files, and multiple electronic databases;
WR4.01P – revise drafts to ensure that ideas are adequately developed and supported by relevant details and facts, and to achieve clarity and unity;

WR5.04P – edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below;
LG1.02P – use appropriate concrete and figurative language from a variety of sources to make their speech and writing vivid, precise, and interesting to its intended audience;
LG2.06P – identify the oral communication skills require in college programs and the workplace and cite specific examples of their use.

Planning Notes

- Students will use their completed character profile chart from Activity 2.
- The teacher will ensure students' understanding of characterization through the discussion of terms such as direct and indirect characterization and various other tools that authors use.
- The teacher will bring in the classified and/or employment sections of various publications in order to complete parts two and three of this activity.
- The teacher will prepare copies of the letter of application outline (see Appendix E); as well, teachers may prepare a completed example of this outline for explanatory purposes.
- The teacher will ensure that students follow the stages of the writing process while practising the correct use of adjective and adverb phrases and correct subject-verb agreement.
- The teacher will endeavour to make technology available to students when composing their formal writing assignment.
- The teacher will reference Reading strategies (Appendix B) that will be helpful to students in the completion of this activity.
- The teacher will be sensitive to students with special needs. Individual Education Plans should be consulted, accommodations and modifications should be made when necessary to ensure student success.
- The Career Education department would be a valuable resource for this activity.

Prior Knowledge Required

Students will have previously studied the elements of character and characterization, as well as formal letter writing and the stages of the writing process.

Teaching/Learning Strategies

Part One: The Profile

- Students will profile their own positive human qualities or traits as an introduction to this activity.
- The teacher will facilitate a discussion of how fictitious characters are often portrayed as exceptional people who face conflict and meet challenges successfully in a fair and just manner.
- Students will brainstorm a list of exceptional characters in movies and other media along with the qualities that make each character exceptional. The teacher will record this list on the board for students to copy into their notes.
- Students will choose a character from the novel and reflect on that character's values, feelings, goals and/or problems. They will add any additional information or observations to the character profile they created in Activity 2. This profile is necessary for the next stage of this activity.

Part Two: Getting the Job

- The teacher will distribute copies of employment advertisements found in newspapers, magazines, and/or Internet.
- Students will select an employment advertisement for which their chosen character would be suited.
- Students will brainstorm, in a thought web, the skills, knowledge and personal qualities necessary to be successful in this job.
- The teacher will circulate and check students' work for understanding and completeness.
- Students will compare their thought web to their character profile (from Part One) to evaluate the character's suitability for the occupation. If the job seems unsuitable, the student will need to choose a different advertisement and complete the exercise again before proceeding.
- The teacher will introduce the elements of a letter of application using the outline provided in Appendix E. The teacher may choose to provide a completed example of this outline for students to examine.
- Students will complete a structured outline of a letter of application for their chosen character and occupation (see Appendix E). Students should be encouraged to examine their character's communication skills to the expectations of the workplace.
- The teacher may invite guest speakers from the field of human resource management (head hunters) to discuss how personality traits and interests can be matched to particular careers.
- The teacher may invite the guidance teacher in to perform career aptitude and interest tests for the students.

Part Three: To the Post Office

- The teacher will check to see that students have completed the outline required from Part Two.
- Students will use their completed outline to compose a first draft of a formal letter of application.
- The teacher will assist students in conferencing, revising, and editing their own and each other's work.

Assessment/Evaluation Techniques

Formative

- teacher observation during brainstorming, individual work, and writing process (LI1.04P, LI2.01P, WR1.02P)
- teacher assessment for completion of thought web, character profile, and letter outline (LG1.02P, LI1.04P, LI2.01P)

Summative

- teacher assessment of completed letter of application (LI1.04, LI2.01, WR3.03, WR4.01, LG1.02)

Accommodations

- For students experiencing difficulty writing, the teacher could provide a guideline for conducting a job interview, and with a partner, the student could assume the role of their character, and perform a mock job interview in front of the class.
- Such students could also be provided with a completed outline to model or a partially completed outline to fill in before beginning their formal letter writing.
- Students in need of enrichment or extension could research an occupation for which they feel their character would be suited and use this research in their letter of application or have their character apply for a position in another character's business.

Resources

Internet career sites

Choices – Career Education software

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*. Canada: Harcourt Canada, Ltd., 1999. ISBN 07747-0197-8

Dawe, Robert, Barry Duncan, and Wendy Mathieu. *ResourceLines 9/10*. Scarborough: Prentice Hall Ginn Canada, 1999. ISBN 0-13-018922-4

Dube, Judith, Kathy Lewis, Robert Malay, and Avon Whittles. *Writing Sense*. Toronto: Harcourt Brace and Company Canada, Ltd., 1999. ISBN 07747-1445-X

Appendices

Please refer to Appendix E – Letter of Application Outline.

Activity 5: Word Power: Atmosphere and Theme

Time: 265 minutes

Description

This activity is designed to encourage students' awareness of the power of words. Students will be provided with a chance to adopt a holistic approach to the novel by substantiating their understanding of the theme and atmosphere of the piece with music and pictures from their own lives. They will work in small groups to create collages and choose music that is reflective of the theme and atmosphere of the novel. Students will be asked to give direct evidence from the novel to defend their chosen music selections and illustrations. Students will present their work to others in the class.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2b – read, understand, and use written materials effectively;
CGE2c – present information and ideas clearly and honestly and with sensitivity to others;
CGE3b – create, adapt, and evaluate new ideas in light of the common good;
CGE3e – adopt a holistic approach to life by integrating learning from various subject areas and experience;
CGE4b – demonstrate flexibility and adaptability;
CGE4f -- apply effective communication, decision-making, problem-solving, time and resource management skills;
CGE5a – work effectively as interdependent team member;
CGE7b – accept accountability for one's own actions.

Strand(s): Literature and Reading, Writing, Language, Media Studies

Overall Expectations

LIV.02P – demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, magazines, and reports;
LIV.03P – identify and explain the effect of specific elements of style in a range of literary and informational texts;
LGV.02P – use listening techniques and oral communication skills to participate in classroom discussions and more formal activities such as storytelling, role playing, and reporting/presenting for specific purposes and audiences;
MDV.02P – use knowledge of a range of media forms, purposes, and audiences to create media works and explain their intended effects.

Specific Expectations

LI1.01P – describe information, ideas, opinions, and themes in texts they have read during the year from a variety of print and electronic sources, including novels, short stories, plays, poems, magazines, reports, biographies, and manuals;

LI1.02P – select and read texts for a variety of purposes, with an emphasis on extending knowledge of the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and relating literary experiences to personal experience;❖

LI1.04P – demonstrate understanding of a text by citing explicit information and ideas from it;❖

LI1.07P – describe how readers difference values and perspectives might influence the way they respond to and interpret texts;

LI2.01P – use knowledge of elements of the novel, such as plot and subplot, characterization, setting, conflict, theme, and point of view, to understand and interpret texts in the genre;❖

LI3.01P – explain how authors adapt diction and phrasing and use specialized vocabulary to communicate ideas, emotions, and information and achieve intended effects;❖

LG2.03P – plan and make oral presentations, adapting vocabulary and methods of delivery to suit audience and purpose;

MD2.01P – adapt an idea or theme from a work of literature for presentation in another media form and determine what aspects have been weakened and/or strengthened by the adaptation.

If using optional writing activity:

WR1.04P – use the information and ideas generated to develop the content of written work.

Planning Notes

- This unit is intended to review theme (as discussed in Activity 2) and atmosphere.
- Teachers must be sure to teach theme and atmosphere within the context of the meaning, issues and ideas expressed in the literature. Students must be encouraged to make active and creative links between form and meaning.
- The teacher is reminded to review adjective and adverb phrases whenever applicable.
- The teacher will create the following handout/chart for use in the activity:

	Theme	**Atmosphere**
Explanation:		
Words and Page #'s		

- The teacher should investigate a possible location for a carousel presentation if their classroom size is not appropriate.
- The teacher should collect a number of pictures (magazines or art books) that illustrate theme or atmosphere.
- The teacher should collect samples of music that reflect theme or atmosphere.

Prior Knowledge Required

- Students should understand the concepts of theme and atmosphere (mood).
- Students should have read the novel and completed the vocabulary exercise in Activity 2.

Teaching/Learning Strategies

Part One: Word Power

- The teacher will introduce the concept of word choice and will explain how words are connected to ideas and emotions.
- In pairs or small groups, students will brainstorm words that are connected with emotions. The teacher will put the following chart on the board for students to copy:

Sadness	Fear	Happiness	Anger

- The teacher will review the definition of theme as studied in Unit 1.
- Through whole group discussion, students will indicate possible themes for the novel. Students must give an explanation of their chosen theme. The teacher should link this exercise with the pre-reading exercises in Activity 2.
- The teacher will review the definition of atmosphere (mood).
- Through whole group discussion, students will indicate the atmosphere of certain sections of the novel. The teacher will record students' answers on board.
- In pairs or small groups, students will choose possible themes and examples of atmosphere from the novel or sections of the novel. They will look at vocabulary sheets from Activity 2 and will scan the novel and pick out words that help create the atmosphere. They will complete the chart outlined in planning notes for this activity.
- The teacher will explain that the author chooses his or her words carefully in order to create atmosphere and theme and that certain words create clear connection in our minds.

Part Two: Putting it Together

- The teacher will collect and play pieces of music that reflect the atmosphere of a novel. Examples of film scores that reflect the themes of the film for which they were written, e.g., *Star Wars*, could be used. The teacher should point out the connections between words, music, and theme, e.g., the theme from *Titanic*.
- The teacher will collect and show pictures to the students (magazines or art books) that reveal possible theme or atmosphere, pointing out the connection between the words that reflect atmosphere and the pictures.
- In small groups, students will choose either theme or atmosphere. They will:
  a) create a collage of pictures and/or words that reveal the theme or atmosphere of the novel, and
  b) choose a piece of music (classical, modern, etc.) that reveals the theme or atmosphere.
- Students will set up their collages and music in a carousel display around the classroom. Group members will take turns presenting while the other students visit the other presentations.
- Along with the teacher, students will self and peer evaluate the presentations while identifying whether or not the intended theme or atmosphere is evident in the collage or music presented.

* Optional writing activity

- Students will use the words gathered from the novel to write a paragraph describing the theme or atmosphere of the novel. They must use at least eight words from the novel in their paragraph and each word should be underlined. Students must be sure to include at least two adverb and adjective phrases as studied in Activity 1.

Assessment/Evaluation Techniques

Formative

- Informal teacher observation (LI1.01P, LI1.04P, LI2.01P, LI3.01P)
- Peer and self-assessment (MD2.01P)

Summative

- Presentation checklist (MD2.01P, LI2.01P, LI3.01P)
- Evaluation of writing assignment (WR1.04P, LI3.01P)

Accommodations

- The teacher may provide students with a list of themes or atmospheres from which to choose for their novel.
- The teacher may provide students with a list of words from the story that could fit under different categories of theme and atmosphere.
- Students may choose to express the theme and atmosphere through an alternative means such as presentation of a short original dramatic piece or dance, performance of an original song or rap, creation of a piece of original art.
- Students who have difficulty speaking may be prompted with "wh" questions when presenting their collage to assist them in relating the information.
- Students may also use technology such as power point or presentations type software in organizing and presenting their information.

Activity 6: Marketing Mania

Time: 300 minutes

Description

In this activity, students will demonstrate their understanding of elements of characterization, conflict, theme, and atmosphere covered in the other activities of this unit. As well, students will illustrate and highlight the strength of symbols in communicating character traits, and connect this to the mass media marketing culture we share. The students will work in small groups and individually to develop and market a product of their own creation related to a character in the novel. In so doing, students will reflect upon their own personal values.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2a – listen actively and critically to understand and learn in light of gospel values;
CGE2c – present information and ideas clearly and honestly and with sensitivity to others;
CGE2d – write and speak fluently one or both of Canada's official languages;
CGE3b – create, adapt, and evaluate new ideas in light of the common good;
CGE3c – think reflectively and creatively to evaluate situations and solve problems;
CGE4b – demonstrate flexibility and adaptability;
CGE4d – respond to, manage and constructively influence change in a discerning manner;
CGE4f – apply effective communication, decision-making, problem-solving, time and resource management skills;
CGE5a – work effectively as interdependent team member;
CGE5e – respect the rights, responsibilities, and contributions of self and others;
CGE5g – achieve excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Overall Expectations

LIV.01P – read and demonstrate an understanding of a range of literary and informational texts;
LIV.02P – demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, magazines, and reports;
WRV.02P – identify literary and informational forms suited to a variety of purposes and audiences and use the forms appropriately in their own writing, with an emphasis on stating and supporting an opinion;
WRV.03P – use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;
WRV.04P – revise their written work, collaboratively and independently with a focus on support for ideas, accuracy, clarity, and coherence;
WRV.05P – edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate;
LGV.01P – use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences;
MDV.01P – describe the elements, intended audiences, and production practises of a range of media forms and explain how these factors shape media works;
MDV.02P – use knowledge of a range of media forms, purposes, and audiences to create media works and explain their intended effects.

Specific Expectations

LI1.01P – describe information, ideas, opinions, and themes in texts they have read during the year from a variety of print and electronic sources, including novels, short stories, plays, poems, magazines, reports, biographies, and manuals;
LI1.02P – select and read texts for a variety of purposes, with an emphasis on extending knowledge of the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and relating literary experiences to personal experience;
LI1.04P – demonstrate understanding of a text by citing explicit information and ideas from it;
WR1.04P – use the information and ideas generated to develop the content of written work;
WR2.02P – consider the characteristics of the intended audience in selecting the form and developing the content for each piece of writing;
WR2.03P – select first or third person and an appropriate level of language to suite the form, purpose, and audience of their writing;
WR3.02P – use a single, controlling idea and connecting words and phrases to structure a series of paragraphs;
WR3.03P – provide an introduction, body, and conclusion to present information sequentially, support an opinion, or develop an argument in reports and short essays;
WR4.01P – revise drafts to ensure that ideas are adequately developed and supported by relevant details and facts, and to achieve clarity and unity;
WR4.02P – revise drafts to ensure consistency in the use of first or third person and use of an appropriate level of language;
WR4.04P - consider reactions of teachers, peers, and others in revising and editing written work;
WR5.05P – use parts of speech correctly, including the participle;
WR5.06P – construct a variety of complete and correct sentences (including compound- complex sentences), using adjective and adverb phrases and noun, adjective, and adverb clauses;
WR5.07P – identify and correct sentence errors, including comma splices and run-on sentences;
WR5.09P – use verb tense and voice;

WR5.10P – use knowledge of a wide range of spelling patterns, rules and strategies to analyse and correct spelling errors;
WR5.12P – use a variety of resources to correct errors in spelling;
WR5.13P – use punctuation correctly, including the semicolon;
LG1.02P – use appropriate concrete and figurative language from a variety of sources to make their speech and writing vivid, precise, and interesting to its intended audience;
LG1.04P – identify when it is appropriate to use slang, dialect, colloquialisms, idioms, acronyms, technical terminology, and standard Canadian English in oral and written work;
LG1.05P – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:

- parts of speech, including participles;
- types of sentences, including compound-complex sentences;
- components of sentences, including adjective and adverb phrases, noun, adjective, and adverb clauses;
- agreement between subject and verb, and between pronoun and antecedent;
- consistency of verb tense and voice;

LG1.06P – recognize, describe, and correct sentence errors in oral and written language;
LG1.07P – recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:

- spelling, historical and technical terms;
- capitalization of proper nouns, and in scripts, dialogue, and poetry;
- punctuation, including semicolon;

MD1.04P – describe and explain how and why media works are used to market related products;
adapt an idea or theme from a work of literature for presentation in another media form and determine
MD2.01P – what aspects have been weakened and/or strengthened by the adaptation;
MD2.02P - create media works for different purposes and explain how the design has been influenced by the purpose;
MD2.03P – design media works appropriate to difference audiences and explain which elements will make a work appeal to a particular audience.

Planning Notes

- The teacher and students will collect examples of products and promotional items that tie into recently released movies to instigate discussion (toys, calendars, coffee mugs, T-shirts, etc.).
- The teacher must ensure that relevant discussion concerning the ethical questions surrounding advertising and promotion is facilitated. Students must be encouraged to look at ways in which people can be manipulated by media.

Prior Knowledge Required

Students will have completed all of the prior activities in this unit.

Teaching/Learning Strategies

- The teacher will provide examples of the use of symbols in the novel, and the media (logos, etc.), highlighting their significance and effectiveness.
- The teacher will introduce collected items and promotional products released in conjunction with recent movies to instigate discussion. Questions might include: To whom are these products marketed? Why do they have appeal? Why are they created in the first place? What are some other popular movie-generated articles? How are these items marketed? Do these products symbolize anything?
- The teacher will summarize responses to these questions on the board for students to record in their notebooks.
- The teacher will ask students to write a response to the following questions: Which promotional products do you own? Why do you own any of these products? Students will be expected to draw a connection between their own experience and this activity.
- The teacher will review with students characterization techniques by having students refer to their character profile chart from the initial exploration activity of this unit.
- In partners or small groups, students will brainstorm several symbols that could represent each character and complete the symbol column of their organizer.
- Individually, students will create, design and illustrate a product that represents the traits of one of the characters from the novel that could be marketed to the public.
- With their illustration, students will provide a two-paragraph assignment. The first paragraph will provide a written description of their product, and the second will describe how it represents the traits of their chosen character. Their writing should include the correct use of subject/verb agreement and adjective/adverb phrases.
- Additionally, the student will present a brief "sales pitch" to the class, during which they will address how and why their product will help sell additional copies of the novel, what audience this product will appeal to, and what media approaches they will use to market their product and why.
- Within the class, the role of "manufacturing firm executives" will be assigned to students on a rotating basis. They will evaluate the student's "pitch", determining how their understanding of the character represented by the product has been strengthened or weakened by the product, and the effectiveness of the media approaches.

Assessment/Evaluation Techniques

Formative

- Informal teacher observation (LIV.01P, LIV.02P, WRV.03P, LI1.01P, LG1.05P)
- Written Response to Discussion Questions (LI.02P, WR1.04P)
- Illustration (MDV.02P, LI1.04P, MD2.02P)
- Review of Sales Pitch (MD2.01P)

Summative

- Two Paragraph Report- How a Character is Symbolized (See Rubric F-1.) (WRV.02P, WRV.04P, WRV.05P, LGV.01P, MDV.01P, MDV.02P, LI1.01P, LI1.04P, WR1.04P, WR.2.02P, WR2.03P, WR3.02P, WR3.03P,WR4.01P, WR4.02P, WR4.04P, WR5.04P, WR5.05P, WR5.06P, WR.5.07P, WR5.08P, WR5.09P, WR5.12P, WR5.13P, LG1.02P, LG1.05P, LG1.07P, MD2.03P).
- Sales Pitch (See Rubric F-2.) (WRV.02P, WRV.03P, LGV.01P, MDV.01P, MDV.02P, LI1.04P, WR2.02P, LG1.02P, LG1.04P, LG1.05P, MD1.04P, MD2.02P, MD2.02P, MD2.03P).

Accommodations

- The teacher may provide a list of possible symbols for students who have difficulty with the concept.
- The teacher may arrange peer support for the writing activity by pairing students.
- One-on-one (teacher/student) conferencing for writing assignment may be necessary for student success.
- The teacher will allow students with writing disabilities to produce alternatives to writing (e.g., graphic representations, timelines, collages).
- The teacher may provide students who are too timid to present in front of the class the opportunity to tape the presentation for delivery to the class.

Resources

Selected novel

Examples of movie paraphernalia, promotional materials

Movie studio web sites

Fast food company web sites

Appendices

See Appendix F-1 and F-2.

Appendix E

Letter of Application Outline

Character's Address:

Date:

Employer's Address:

Dear ______________________________,

BACKGROUND, SKILLS AND PERSONAL QUALITIES OF CHARACTER

DESCRIPTION OF RESPONSIBILITIES, SKILLS AND TRAINING INVOLVED IN JOB

FITTING CHARACTER TO JOB: HOW DO CHARACTER'S TRAITS ENABLE HER/HIM TO MEET REQUIREMENTS OF JOB?

Sincerely,

Appendix F-1

Novel Study: How a Character is Symbolized

Expectation	Level 1	Level 2	Level 3	Level 4
Does student edit and proofread to produce a final draft, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English?	- evidence of editing and proofreading is limited, as correctness of grammar, spelling, and punctuation is infrequent	- evidence of editing and proofreading is somewhat apparent, as grammar, spelling, and punctuation are sometimes correct	- evidence of editing and proofreading is apparent, as grammar, spelling, and punctuation are regularly correct	- evidence of editing and proofreading is very apparent, as grammar, spelling, and punctuation are almost always correct
Does student create an appropriate media work and explain how the design has been influenced by the purpose?	- the student's media design is inappropriate and unclearly related to its purpose	- the student's media design is somewhat appropriate and somewhat clearly related to its purpose	- the student's media design appropriate and is clearly related to its purpose	- the student's design is appropriate and very clearly related to its purpose
Does student demonstrate an understanding of the novel by citing explicit information and ideas from it?	- demonstrates limited understanding of the novel	- demonstrates a somewhat clear understanding of the novel	- demonstrates a clear understanding of the novel	- demonstrates a very clear understanding of the novel

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix F-2

Presentation Rubric: Sales Pitch

Expectation	Level 1	Level 2	Level 3	Level 4
Does student describe and explain how his/her media work can be used to market related products?	- makes descriptions and explanations with limited clarity and supporting evidence	- makes descriptions and explanations with some clarity and supporting evidence	- makes descriptions and explanations with considerable clarity and supporting evidence	- makes descriptions and explanations with a high degree of clarity and highly effective supporting evidence
Does student use correctly in oral language the structures of standard Canadian English?	- uses oral language structures with limited adherence to standard Canadian English	- uses oral language structures with some adherence to standard Canadian English	- uses oral language structures with considerable adherence to standard Canadian English	- uses oral language structures with a high degree of adherence to standard Canadian English
Does student adapt vocabulary and method of delivery to suit audience and purpose?	- adapts vocabulary and method with limited effectiveness	- adapts vocabulary and method with some effectiveness	- adapts vocabulary and method with considerable effectiveness	- adapts vocabulary and method with a high degree of effectiveness

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Unit 3: Non-Fiction Language in Society

Time: 15 hours

Unit Description

In this unit students will be given the opportunity to investigate a variety of media forms. They will bring media works from their own lives into the class to examine them. Students will investigate the elements that make up media forms, the messages they send and the way those messages are created. Students will consider the values, stereotypes and biases inherent in media works in light of their Catholic faith and the gospel teachings. Students will express their ideas through group discussion, oral presentation, and in written form.

Strand(s) and Expectations

Ontario Catholic Graduate Expectations: CGE1b, d, h, i, 2a, b, c, d, e, 3c, d, e, f, 4b, f, g, 5a, e, f, g, 7a, e, g.

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Overall Expectations: WRV.01-05P, LGV.01-02P, LIV.01-03P, MDV.01-02P.

Specific Expectations: LI1.01-02p, LI1.04-07P, LI2.03P, LI3.02-03P, WR1.04P, WR2.01-03P, WR3.02-03P, WR4.01-04P, WR5.01-13, LG1.05P, LG2.03P, LG2.07P, MD1.01-04, MD2.03P.

Activity Titles (Time + Sequence)

Activity 1	Writers' Workshop, Part Three	30 minutes
Activity 2	Time Will Tell	225 minutes
Activity 3a	A Closer Look	270 minutes
Activity 3b	Presentation	150 minutes
Activity 4	Media Reflection	225 minutes

Unit Planning Notes

- The teacher will be aware that the grammatical convention outlined in Activity 1 of this unit is adjective/adverb and noun phrases. Students will be given regular opportunity to practise these conventions in their writing.
- The teacher should provide students with the opportunity to practise the grammatical conventions studied in Units 1 and 2. The teacher may also need to review grammatical and language skills from ENG1P.
- The teacher should refer to Appendix B for detailed reading strategies that can be incorporated into the classroom whenever necessary.
- The teacher should refer to Appendix G for ideas concerning the deconstruction of media.
- The teacher should keep in mind the needs of identified students as outlined in their Individual Education plans. Accommodations or modifications should be made whenever necessary.
- Not all students attended Grade 9 in Ontario and not all students will have mastered all of the expectations outlined in ENG1P. Teachers must constantly assess student understanding. Some of the expectations from ENG1P will have to be reviewed or taught.
- The teacher will be sensitive to the fact that not all students have had the same exposure to media.
- The teacher will be aware of the many biases inherent in media forms. The teacher must ensure that they address the various issues that relate to the media works they have chosen. The goal of the teacher will be to encourage the students to be discerning, compassionate, aware and empowered in their relationship with the media in light of the values of their Catholic faith.

- When teaching/discussing the forms and convention of media, the teacher must be sure to teach within the context of the meanings, ideas, biases and ideas expressed in the forms themselves.
- Daily reading and writing provide an excellent opportunity for students to develop comprehension and writing skills. It also provides students with an opportunity to express opinions and develop ideas. The teacher will incorporate 10-15 minutes of daily reading and response into the regular routine of the classroom.
- When choosing examples from the media to be discussed in class, teacher should select Canadian examples whenever possible.
- The teacher should be sensitive to the fact that some students and parents may have philosophical objections to the use of television, video and music in the classroom. The teacher should ensure that all use of this type of media should be meaningful with respect to the course expectations and the student's growth as a person. All examples of media should be studied in the context of gospel values and Catholic faith teachings.
- The teacher may wish to consult parish priests and/or school chaplains when discussing values inherent in media forms and their relationship to Catholic faith teachings.
- The teacher should respect copyright laws when dealing with media.

Prior Knowledge Required

- Students will be familiar with the media expectations listed in ENG1P.
- Students will have experience with the stages of the writing process.
- Students will have experience with media in their own lives.

Teaching/Learning Strategies

- teacher-directed lessons
- reading/response journals
- group work activities
- teacher-facilitated discussions
- small group presentations
- peer/self-editing
- word processing/desktop publishing
- student/teacher conferencing
- video
- formal writing assignments

Assessment and Evaluation

Formative

Teacher:

- informal observation
- teacher/student conferencing
- checklist (group activities)

Student:

- self-assessment through peer/self-editing

Summative

- essay writing in Activity 4

Accommodations

The teacher will encourage all students' success in the following ways:

- providing extra time for task completion;
- breaking down tasks into more manageable chunks;
- pairing of students;
- giving alternate writing assignments;
- providing alternate activities that address different learning styles and different strengths;
- providing appropriate resources for students with visual or hearing impairment.

Resources

Print

Aker, Don and David Hodgkinson. *Language and Writing 9*. Toronto: Nelson English, 1999. ISBN 0-17-618681-6

Archer, Lynn, C. Costello, and D. Harvey. *Reading and Writing For Success*. Canada: Harcourt Brace, 1997. ISBN 07747-0197-8

Dawe, Robert, Barry Duncan, and Wendy Mathieu. *ResourceLines 9/10*. Scarborough: Prentice Hall Ginn Canada, 1999. ISBN 0-13-012922-4

Duncan, Barry, ed. *Media Literacy: Intermediate and Senior Divisions Resource Guide*. Toronto: Queen's Printer for Ontario, 1989. ISBN 0-77295090-3

Gregory, Kathleen, Caren Cameron, and Anne Davies. *Setting and Using Criteria*. Merville, British Columbia: Connections Publishing, 1997. ISBN 0-9682160-1-3

Livesay, J., Barry McMahon, John J. Pungente, S.J., and Robyn Quin. *Meet the Media*. Toronto: Globe Modern Curriculum Press, 1990. ISBN 0-88996-236-7

Luengoa, A., ed. *Literature in Media 9*. Toronto: Nelson, 1999. ISBN 0-17-618701-4

The Catholic Register

The Teachers Complete and Easy Guide to the Internet. Second Edition. Trifolium Books, 1999. ISBN 1-895579-44-9

Catholic Publications

Catholic World Report. (Catholic News Magazine) P.O. Box 591300, San Francisco, CA, 94159-1300

Challenge. (A Magazine of Catholic news and opinion) 1050 Grosvenor Ave., Winnipeg, MN.

Soul. (A National Catholic Magazine) P.O. Box 1051, Fort Erie, ON, L2A 5N8.

The Canadian Catholic Review. (A Basilian Journal of religion, literature and social comment) St. Thomas More College, 1437 College Dr., Saskatoon, SK, S7N 0W6.

YOU! Magazine. (A Catholic youth Magazine) www.youmagazine.com

Non-print

http://www.gripvision.com
http://www.media-awareness.ca/eng/
http://www.schoolnet.ca/
http://www.vatican.va
http://www.catholicregister.org
http://www.ewt.com (eternal television network)
http://www.cathoicanada.com (Catholic Canadian Directory)

Video

Writing the News. International tele-film. (www.itf.ca)

Scanning Television. Pugente.

Activity 1: Writers' Workshop, Part Three

Time: 30 minutes

Description

This activity is part three of an ongoing sequence of activities in which students will study and practise their use of grammar expectations specific to this course. In part three, the focus will be on noun, adjective, and adverb clauses. The teacher will instruct using a direct lesson and then students will demonstrate their understanding of the concept through a short writing response. These written responses will be formatively assessed using teacher, self and peer assessment, in preparation for the summative writing assignment(s) in the unit.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2c – present information and ideas clearly and honestly and with sensitivity to others;
CGE2d – write and speak fluently one or both of Canada's official languages.

Strand(s): Writing, Language

Overall Expectations

WRV.05P – edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate;
LGV.01P – use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences.

Specific Expectations

WR5.06P – construct a variety of complete and correct sentences (including compound-complex sentences), using adjective and adverb phrases and noun, adjective, and adverb clauses;
LG1.05P – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:

- parts of speech, including participles;
- types of sentences, including compound-complex sentences;
- components of sentences, including adjective and adverb phrases; noun, adjective, and adverb clauses;
- agreement between subject and verb, and between pronoun and antecedent;
- consistency of verb tense and voice.

Planning Notes

- Please refer to Activity 1, Unit 1 for detailed information.
- When assessing cumulative skills, teacher will assess for correct subject-verb agreement as well as the correct use of adjective/adverb phrases, and noun, adjective and adverb clauses.
- The teacher should have students establish a writing journal to use as an outlet to express opinions, ideas and thoughts generated through discussion in class. The journal will also provide students with the opportunity to practise the grammatical conventions studied in this unit as well as those studied in Units 1 and 2.

Teaching/Learning Strategies

- The focus for this Writers' Workshop is the correct use of noun, adjective, and adverb clauses. Please refer to Activity 1, Unit 1 for detailed instructions.
- The journal focus questions for this unit could include:
  - How do the issues read in class make you feel?

- Were you surprised by anything you learned? Why?
- How do these issues relate to your life?
- Have you seen any stereotypes in media?
- How do the ideas and philosophies presented compare to the ideas and philosophies taught in the Catholic Church?
- What would you include in a magazine targeted to you and your friends?

Assessment/Evaluation Techniques, Accommodations, Resources, Appendices

- Please refer to Activity 1, Unit 1 for detailed information.
- Please refer to Appendix A for a list of grammatical concepts and skills considered new and reviewed in ENG2P.

Activity 2: Time Will Tell

Time: 225 minutes

Description

In this activity, students will be given the opportunity to investigate various forms of media that are relevant to their own lives. They will look for values that are inherent in the forms of media that they choose and they will compare these values to their own values. In small groups, students will collect and examine "relics" from the present day. They will adopt the perspective of an archeologist from the year 3000 and interpret the implicit values/stereotypes represented by the artifacts that were included in time capsules. Students will be encouraged to interpret these values in light of their Catholic faith.

Strand(s) and Expectations

Ontario Catholic Graduate Expectations

CGE1d – develop attitudes and values founded on catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
CGE2e – use and integrates the catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;
CGE2b – read, understand, and use written materials effectively;
CGE2c – present information and ideas clearly and honestly and with sensitivity to others;
CGE2d – write and speak fluently one or both of Canada's official languages;
CGE3c – think reflectively and creatively to evaluate situations and solve problems;
CGE3d – make decisions in light of gospel values with an informed moral conscience;
CGE4b – demonstrate flexibility and adaptability;
CGE4f – apply effective communication, decision-making, problem-solving, time and resource management skills;
CGE4g – examine and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
CGE5a – work effectively as an interdependent team member;
CGE5e – respect the rights, responsibilities, and contributions of self and others;
CGE5f – exercise Christian leadership in the achievement of individual and group goals;
CGE5g – achieve excellence, originality, and integrity in one's work and support these qualities in the work of others;
CGE7e – witness catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful, and compassionate society;
CGE7g – respect and understand the history, cultural heritage, and pluralism of today's contemporary society.

Strand(s): Literature Studies and Reading, Language, Writing, Media Studies

Overall Expectations

LIV.02P – demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, magazines, and reports;

LIV.03P – identify and explain the effect of specific elements of style in a range of literary and informational texts;

WRV.01P – use a variety of print and electronic sources to gather information and explore ideas for their written work;

WRV.02P – identify literary and informational forms suited to a variety of purposes and audiences and use the forms appropriately in their own writing, with an emphasis on stating and supporting an opinion;

WRV.03P – use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;

WRV.04P – revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and coherence;

LGV.01P – use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences;

LGV.02P – use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;

MDV.01P – describe the elements, intended audiences, and production practises of a range of media forms and explain how these factors shape media works.

Specific Expectations

LI1.01P – describe information, ideas, opinions, and themes in texts they have read during the year from a variety of print and electronic sources, including novels, short stories, plays, poems, magazines, reports, biographies, and manuals;

LI1.04P – demonstrate understanding of a text by citing explicit information and ideas from it;❖

LI1.05P - analyse the information and ideas presented in texts and make inferences based on the analysis;❖

LI1.06P – use evidence from a text to support judgements about an issue;❖

LG1.05P – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:

- parts of speech, including participles;
- types of sentences, including compound-complex sentences;
- components of sentences, including adjective and adverb phrases; noun, adjective, and adverb clauses;
- agreement between subject and verb, and between pronoun and antecedent;
- consistency of verb tense and voice;

LG1.07P – recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:

- spelling; historical and technical terms
- capitalization: of proper nouns, and in scripts, dialogue, and poetry;
- punctuation, including semicolon;

LG1.03P – modify their vocabulary and phrasing in oral and written work to suit specific informal and formal situations;❖

LG1.03P – modify their vocabulary and phrasing in oral and written work to suit specific informal and formal situations;❖

LG2.01P – use listening techniques and oral communication skills to participate in group discussions;❖

LG2.05P - rehearse with peers (with visual aids and technology, if used), study audio- and videotaped rehearsals, use voice and relaxation exercises, and make modifications in response to constructive criticism to ensure confident delivery in oral presentations;
MD1.01P – demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works;❖
MD1.02P – identify key elements and techniques used to create media works in a variety of forms;
MD1.03P – analyse the elements of media works in order to explain the reactions of different audiences to the works;
MD1.04P – describe and explain how and why media works are used to market related products.❖

Planning Notes

- The teacher must be sure to address issues and biases that relate to the various media forms discussed in class and refer to the moral teachings of the Catholic faith.
- The teacher may choose to consult parish priests or school chaplains when designing this unit.
- The teacher may need to locate a VCR, cassette player, and/or disc player.
- The teacher may wish to provide regular journal writing activities to allow students the opportunity to express opinions and responses to the media materials studied in class.
- Students will need to collect materials to bring into the classroom. The teacher may wish to prepare students for this before the unit begins.
- The teacher should consult Appendix G for information regarding the deconstruction and analysis of media.
- The teacher should provide examples of media critic for students (newspaper and magazine editorials and articles on media and commercialism may provide good examples). The teacher-librarian would be an excellent resource for this type of information.
- The teacher should refer to Appendix B for reading strategies such as skimming and scanning, as these skills may help students in their investigation of media forms.
- The teacher must be sure to monitor groups closely so they can answer any questions and guide students in their interpretation of the materials they have chosen.
- The teacher should be mindful of copyright issues when bringing media forms into the classroom.
- Safety issues must be addressed concerning the Internet and materials inappropriate for class.
- The teacher should be sensitive to the fact that some parents may have objections to viewing television or listening to certain types of music.

Prior Knowledge Required

- Students must have skills and knowledge outlined in ENG1P.
- Students will have experience with media forms in their own lives.

Teaching/Learning Strategies

- The teacher will organize students into groups. Each group will be responsible for creating a time capsule of four different media items that represent the current year, current stereotypes, and current societal values as they are portrayed in media. These might include: compact disc with cover, magazines, music videos, commercials, print advertisements, newspapers, yearbooks, television programs, books, movies, comic books, video covers etc.
- The teacher will identify common values and stereotypes found in media that will likely include: youth, beauty, power, conspicuous consumption, sexuality, gender roles, cultural and ethnic differences, competition, speed, wealth, luxury, “the good life”, convenience, fame. Teachers should be sure to link these stereotypes to examples of current societal values.

- Teachers will provide examples of external critic of media (commercials, products and marketing techniques), such as a current newspaper article breaking down the stereotypes evident in a current commercial.
- The teacher will engage the students in a whole class discussion relating these common values and stereotypes to Catholic faith perspectives.
- At this time the teacher may choose to have a Parish priest or school chaplain come into the classroom to answer any difficult questions that might arise.
- Groups will exchange “time capsules”.
- With teacher guidance, groups will imagine themselves as archeologists in the year 3000. They will study the uncovered “relics” from the time capsules and determine what societal values/stereotypes existed at the time the time capsule was created.
- Teachers may wish to create a time capsule from their youth that represents societal values of that time to serve as an example.
- In groups, students will complete the following chart:

Relic	Value/Stereotype Represented	Evidence/Rational

- In groups, students will present their findings to the class. Using examples from the time capsule they discovered, they will address the values displayed, the methods by which these values were displayed, and the effectiveness of the media forms in light of Catholic faith teachings.

Assessment/Evaluation Techniques

Formative

- Informal teacher observation during discussion and group work and chart completion (LI1.04-06)
- Group presentation (LG1.02P, LG1.03P, LG2.01P, MD1.01P, MD1.04P)

Accommodations

The teacher must be sensitive to students with special needs who may be unable to complete the assignment as written (e.g., a blind student will not be able to interpret print media and a hearing impaired student will not be able to interpret music). Accommodations can be made to address these special needs by collecting examples of media that are accessible for the students.

Resources

Print

Aker, Don and David Hodgkinson. *Language and Writing 9*. Toronto: Nelson English, 1999. ISBN 0-17-618681-6

Dawe, Robert, Barry Duncan, and Wendy Mathieu. *ResourceLines 9/10*. Scarborough: Prentice Hall Ginn Canada, 1999. ISBN 0-13-012922-4

Duncan, Barry, ed. *Media Literacy: Intermediate and Senior Divisions Resource Guide*. Toronto: Queen’s Printer for Ontario, 1989. ISBN 0-77295090-3

Livesay, J., Barry McMahon, John J. Pungente, S.J., and Robyn Quin. *Meet the Media*. Toronto: Globe Modern Curriculum Press, 1990. ISBN 0-88996-236-7

Luengoa, A, ed. *Literature in Media 9*. Toronto: Nelson, 1999. ISBN 0-17-618701-4

Catholic Publications

Catholic World Report. (Catholic News Magazine) P.O. Box 591300, San Francisco, CA, 94159-1300

Challenge. (A Magazine of Catholic news and opinion) 1050 Grosvenor Ave., Winnipeg, MN.

Soul. (A National Catholic Magazine) P.O. Box 1051, Fort Erie, ON, L2A 5N8.

The Canadian Catholic Review. (A Basilian Journal of religion, literature and social comment) St. Thomas More College, 1437 College Dr., Saskatoon, SK, S7N 0W6.
YOU! Magazine. (A Catholic Youth Magazine) www.youmagazine.com

Non-Print

http://www.gripvision.com
http://www.media-awareness.ca/eng/
http://www.schoolnet.ca/
http://www.vatican.va
http://www.catholicregister.org
http://www.ewt.com (eternal television network)
http://www.catholicanada.com (Catholic Canadian Directory)

Video

Writing the News. International tele-film. (www.itf.ca)
Scanning Television. Pugente.

Appendices

The teacher may refer to Appendix G for additional information on the deconstruction and analysis of media.

Activity 3 a and b: A Closer Look/Presentation

Time: 420 minutes

Description

In this activity, students will revisit the materials that they brought in for the time capsule activity. In groups, students will look at the forms and structures, expressed values, strengths and weaknesses and the embedded stereotypes of a variety of media forms. They will study the forms from the perspective of gospel values and a Catholic faith perspective. Students will present their findings and create their own example of their chosen media from using the structures and elements they have identified.

Strand(s) and Expectations

Ontario Catholic Graduate Expectations

CGE1b – participate in the sacramental life of the church and demonstrate an understanding of the centrality of the Eucharist to our Catholic story;
CGE1d – develop attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
CGE1h – respect the faith traditions, world religions, and the life-journeys of all people of good will;
CGE1i – integrate faith with life;
CGE2a – listen actively and critically to understand and learn in light of gospel values;
CGE2c – present information and ideas clearly and honestly and with sensitivity to others;
CGE2d – write and speak fluently one or both of Canada's official languages;
CGE2e – use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;
CGE3c – think reflectively and creatively to evaluate situations and solve problems;
CGE3d – make decisions in light of gospel values with an informed moral conscience;
CGE3e – adopt a holistic approach to life by integrating learning from various subject areas and experience;

CGE3f – examine, evaluate, and apply knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society;
CGE4f – apply effective communication, decision-making, problem-solving, time and resource management skills;
CGE4g – examine and reflect on one's personal values, abilities and aspirations influencing life's choices and opportunities;
CGE5a – work effectively as interdependent team member;
CGE7a – act morally and legally as a person formed in Catholic traditions;
CGE7e – witness Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful, and compassionate society;
CGE7g – respect and understand the history, cultural heritage and pluralism of today's contemporary society.

Strand(s): Literature Studies and Reading; Language, Media Studies

Overall Expectations
LIV.01P – read and demonstrate an understanding of a range of literary and informational texts;
LIV.02P – demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, magazines, and reports;
LIV.03P – identify and explain the effect of specific elements of style in a range of literary and informational texts;
LGV.01P – use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences;
LGV.02P – use listening techniques and oral communication skills to participate in classroom discussions and more formal activities such as storytelling, role playing, and reporting/presenting for specific purposes and audiences;
MDV.01P – describe the elements, intended audiences, and production practises of a range of media forms and explain how these factors shape media works;
MDV.02P – use knowledge of a range of media forms, purposes, and audiences to create media works and explain their intended effects.

Specific Expectations
LI1.01P – describe information, ideas, opinions, and themes in texts they have read during the year from a variety of print and electronic sources, including novels, short stories, plays, poems, magazines, reports, biographies, and manuals;
LI1.02P – select and read texts for a variety of purposes, with an emphasis on extending knowledge of the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and relating literary experiences to personal experience;❖
LI1.07P – describe how readers difference values and perspectives might influence the way they respond to and interpret texts;
LI2.03P – use knowledge of elements of magazines and reports, such as editorials, regular columns, letters to the editor, advertisements, foldouts, cover art, table of contents, layout, columns, headings, and sub-headings to understand and interpret texts in the genre;
LI3.02P – explain how authors and editors use design elements in texts to clarify and reinforce meaning;❖
LI3.03P – explain how authors and editors use design elements in texts to clarify and reinforce meaning;
LG1.01P – describe changes in English language use caused by influences such as technology, other languages, and the media;
LG1.02P – use appropriate concrete and figurative language from a variety of sources to make their speech and writing vivid, precise, and interesting to its intended audience;
LG1.03P – modify their vocabulary and phrasing in oral and written work to suit specific informal and formal situations;❖

LG2.01P – use listening techniques and oral communication skills to participate in group discussions;❖
LG2.02P – use techniques of effective listening;
LG2.04P – use specific examples, facial expressions and body language, emotional appeals, and visual aids and technology, as appropriate to engage the audience's interest during oral presentations;
LG2.03P – plan and make oral presentations, adapting vocabulary and methods of delivery to suit audience and purpose;
LG2.07P – analyse their own and others' oral presentations, identifying strengths and weaknesses and developing and carrying out plans for improvement;
MD1.02P – identify key elements and techniques used to create media works in a variety of forms;❖
MD1.03P – analyse the elements of media works in order to explain the reactions of different audiences to the works;
MD1.04P – describe and explain how and why media works are used to market related products;
MD2.03P – design media works appropriate to difference audiences and explain which elements will make a work appeal to a particular audience.❖

Planning Notes

- The teacher reviews components of effective group work.
- The teacher locates a VCR, television, and cassette/CD player.
- The teacher may also need to locate a video camera.
- Students should be encouraged to bring in materials that are relevant to their lives.
- The teacher ensures that the materials chosen are appropriate for the classroom.
- The teacher must be respectful of copyright laws.
- Students will require an opportunity to express their views, ideas and experiences related to the study of media forms. This would be a worthwhile time to incorporate a writing journal into the regular routine of the classroom.
- When students are discussing the forms of media, teachers ensure that they address the meanings, and ideas expressed through those forms.
- The teacher may wish to review note-taking skills.
- The teacher must address the needs of special needs students as outlined in their IEP.

Prior Knowledge Required

- Students will have experience with media in their own lives.
- Students will have an understanding of the values and stereotypes addressed in Activity 2.

Teaching/Learning Strategies

Activity 3a: A Closer Look (270 minutes)

- The teacher will organize students into groups based on the materials they brought in for Activity 2 (e.g., students who brought in CD covers will be grouped together).
- The teacher will put the following chart on the board for students to copy in their notebooks:

Elements of Medium	**Expressed Values**	**How are Values Expressed?**	**Strengths and Weaknesses of Medium**

- In groups, students will investigate a variety of examples of their chosen medium. Students may bring new materials in to class. They may also be asked to view examples of their medium at home for homework. They will discuss the above topics and fill out the chart.
- The teacher may need to guide groups in their investigation depending on the medium chosen. Lists of elements and commonly expressed values may prove useful for students if their medium of choice is very broad in scope.

- The teacher will remind students to interpret the values expressed by their chosen medium in light of gospel values and church teachings.
- In groups, students will create an example of their chosen medium, being sure to incorporate as many elements of the medium as possible. Their creation should reflect gospel values and Catholic teachings that have been stressed in class.
- The teacher should be sensitive to the fact that the chosen media will dictate how many elements the students should be required to create (e.g., if the chosen medium was movies, the students should not have to create an entire movie. They may create a scene for a movie, or a trailer).

Activity 3b: Presentation (150 minutes)

- The teacher will review the elements of oral presentation.
- Groups will conference with the teacher and give input regarding how they feel their presentation and media creation should be evaluated. Through this process the teacher and the students will create a checklist that the teacher will use to evaluate student presentations and media creations.
- The teacher will review note-taking skills.
- Students will be required to take notes during the presentations. Important elements of the medium as well as evident strengths and weaknesses should be recorded. These notes will be used in Activity 4.
- In their groups, students will present their findings, being sure to address all four categories listed in the above chart and giving concrete examples from their chosen medium.
- Students will present their own creations. They will indicate which elements they have used, and they will explain how values have been expressed and how those values relate to their own lives and the teachings of the Catholic Church.
- The teacher will assess these presentations using the checklist designed by students and the teacher.

Accommodations

- The teacher will ensure that students with special needs are exposed to media forms that they can access, e.g., students with hearing impairment will work with print ads, music lyrics etc.
- The teacher will provide some students with handouts of the notes from the presentations.
- Students who have specific difficulties in taking notes due to the tempo and pace of oral presentations could be permitted to tape the presentations.

Assessment/Evaluation Techniques

Formative

- Informal observation of group work (LI1.02P, LI3.03P, LG2.01P, LG2.02P, LG2.03P)

Summative

- Group oral presentation and presentation of media creation (LI3.02P, LI3.03P, LG1.03P, MD1.01P, MD1.02P, MD3.03P)

Resources

Dawe, Robert, Barry Duncan, and Wendy Mathieu. *ResourceLines 9/10*. Scarborough: Prentice Hall Ginn Canada, 1999. ISBN 0-13-012922-4

Gregory, Kathleen, Caren Cameron, and Anne Davies. *Setting and Using Criteria*. British Columbia: Connections Publishing, 1997. ISBN 0-962160-1-3

Luengo, Anthony Eamon, ed. *Literature and Media 9.* Canada: ITP Nelson 1999. ISBN 0-17-618701-4

Activity 4: Media Reflection

Time: 225 minutes

Description

This activity is designed to pull together the skills and knowledge acquired in Activities 1, 2, and 3. Students will work individually on a written assignment that follows the steps of the writing process. With the aid of notes taken during student presentations in Activity 3b, students will write an essay that outlines the elements of a medium of their choice, assess values inherent in that form of media, relate those values to those of the Catholic faith and express their own opinions on both the medium and the values addressed. Students will then create their own example of the media form they have chosen. They will conference with the teacher and have input on the criteria on which their creation will be evaluated.

Strands(s) and Expectations

Ontario Catholic Graduate Expectations

CGE1d – develop attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
CGE2c – present information and ideas clearly and honestly and with sensitivity to others;
CGE2d – write and speak fluently one or both of Canada's official languages;
CGE3b – create, adapt, and evaluate new ideas in light of the common good;
CGE3e – adopt a holistic approach to life by integrating learning from various subject areas and experience;
CGE4f – apply effective communication, decision-making, problem-solving, time and resource management skills;
CGE5g – achieve excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Strand(s): Literature Studies and Reading; Writing, Language, Media Studies

Overall Expectations

LIV.01P – read and demonstrate an understanding of a range of literary and informational texts;
LIV.02P – demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, magazines, and reports;
LIV.03P – identify and explain the effect of specific elements of style in a range of literary and informational texts;
WRV.03P – use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;
WRV.04P – revise their written work, collaboratively and independently with a focus on support for ideas, accuracy, clarity, and coherence;
WRV.05P – edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate;
LGV.01P – use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences;
MDV.01P – describe the elements, intended audiences, and production practises of a range of media forms and explain how these factors shape media works.

Specific Expectations

LI1.07P – describe how readers' different values and perspectives might influence the way they respond to and interpret texts;❖
LI2.03P – use knowledge of elements of magazines and reports, such as editorials, regular columns, letters to the editor, advertisements, foldouts, cover art, table of contents, layout, columns, headings, and sub-headings to understand and interpret texts in the genre;

LI3.02P – explain how authors and editors use design elements in texts to clarify and reinforce meaning;
LI3.03P – explain how authors and editors use design elements in texts to clarify and reinforce meaning;
WR1.01P – consider potential topics and develop research plans by asking questions and identifying information needs;❖
WR1.04P – use the information and ideas generated to develop the content of written work;
WR2.01P – demonstrate an understanding of literary and informational forms, such as personal essays, dramatizations, descriptions, poems, research reports, newspaper columns or magazine articles, and formal letters, by selecting forms appropriate to different purposes and audiences to use in their own writing;
WR2.02P – consider the characteristics of the intended audience in selecting the form and developing the content for each piece of writing;
WR2.03P – select first or third person and an appropriate level of language to suite the form, purpose, and audience of their writing;
WR3.02P – use a single, controlling idea and connecting words and phrases to structure a series of paragraphs;❖
WR3.03P – provide an introduction, body, and conclusion to present information sequentially, support an opinion, or develop an argument in reports and short essays;❖
WR4.01P – revise drafts to ensure that ideas are adequately developed and supported by relevant details and facts, and to achieve clarity and unity;
WR4.02P – revise drafts to ensure consistency in the use of first or third person and use of an appropriate level of language;
WR4.03P – make constructive suggestions to peers in a writing conference;
WR4.04P – consider reactions of teachers, peers, and others in revising and editing written work;
WR5.01P – identify borrowed information, ideas, and quotations and use a variety of techniques to incorporate them smoothly into written work and research projects;
WR5.02P – select the publication method or vehicle most accessible or appealing to the intended audience, using technology in a variety of ways where appropriate;
WR5.03P – provide documentation showing their use of the writing process;❖
WR5.04P – edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below;❖
WR5.05P – use parts of speech correctly, including the participle;
WR5.06P – construct a variety of complete and correct sentences (including compound- complex sentences), using adjective and adverb phrases and noun, adjective, and adverb clauses;
WR5.07P – identify and correct sentence errors, including comma splices and run-on sentences;
WR5.08P – make collective nouns used as subjects agree with verbs in simple and compound sentences;
WR5.09P – use verb tense and voice;
WR5.10P – use knowledge of a wide range of spelling patterns, rules and strategies to analyse and correct spelling errors;
WR5.11P – spell specific historical and technical terms correctly;
WR5.12P – use a variety of resources to correct errors in spelling;
WR5.13P – use punctuation correctly, including the semicolon;
MD1.01P – demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works;❖
MD1.02P – identify key elements and techniques used to create media works in a variety of forms;❖
MD1.03P – analyse the elements of media works in order to explain the reactions of different audiences to the works;
MD2.02P – create media works for different purposes an explain how the design has been influenced by the purpose;❖
MD2.03 – design media works appropriate to different audiences and explain which elements will make a work appeal to a particular audience.❖

Planning Notes

- The teacher may need to review the stages of the writing process, including brainstorming, outlining, rough draft writing, editing and the completion of the final draft.
- The teacher will need to prepare students for constructive and positive peer editing.
- The teacher should ensure that students have access to dictionaries, thesauri, etc.
- The teacher may wish to consult the teacher-librarian and/or computer teachers to access word-processing programs.
- This activity is meant to assess the students' ability to work independently on written products. As such, this activity will be an in-class activity. This allows the teacher the opportunity to view the students' progress as they go through the stages of the writing process.
- Students will be encouraged to make use of all available technology when designing their media creations.
- The teacher should be aware of difficulties special needs students will have with this activity. IEPs should be consulted and the aid of a special education teacher may be necessary.

Prior Knowledge Required

- Students will be familiar with the information and skills addressed in Activities 1, 2, and 3.
- Students will have experience with media in their own lives.
- Students will be familiar with the stages of the writing process.

Teaching/Learning Strategies

- The teacher will review the elements of media forms outlined in group presentations in Activity 3.
- Students will be encouraged to add to their notes.
- Students will choose any of the media forms studied in class except for the one they presented.
- Students will choose one of the following topics and write a three-paragraph essay on their chosen medium that addressed any of the following questions:
  - What are the values expressed in this media form?
  - Will this media form continue to be popular in the future?
  - What are the strengths and weaknesses apparent in this media form?
  - How does this media form relate to my Catholic faith?
  - Students may create their own questions, subject to teacher approval.

Part One

- Students will review their notes and form an outline for their essay.
- The teacher should review/teach the format for an outline, including introduction, body, conclusion, supporting details, etc.
- The teacher will view students' outlines and provide direction to students who are having difficulty.

Part Two

- Referring to their outlines, students will write a rough draft of their essay.
- The teacher will circulate the room, answering questions and ensuring that students remain on task.

Part Three

- The teacher will provide students with a guide for peer or self-editing that outlines how to peer edit someone's work in a positive and constructive way.
- The teacher will ensure that students have access to dictionaries and other writing tools including word-processing programs.
- Students will have the opportunity to edit their own work or the work of others.

Part Four

- Students will complete a final draft of their essays.

Part Five

- Students will use the information generated through the group presentation and through their own writing process to create an example of the media form they have chosen.
- Through consultation students and teacher will agree on the criteria on which their creation will be judged (the criteria will differ depending on which media form the students have chosen).
- Students will present their creation to the teacher in a one-on one setting. Teachers will evaluate the student creation using the agreed-upon criteria. Students will provide clarification and explanation of their media creation in this one-on-one setting, explaining how their creation reflects today's society and how it relates to gospel teachings and Catholic values.

Accommodations

- Students who struggle with writing may complete their essays on audio or videotape.
- Assignment may be broken into small, more manageable, chunks.
- Students will be encouraged to use a computer for word processing, proofreading, and editing.

Assessment/Evaluation Techniques

Formative

- Teacher observation of writing process (WR5.04P, WR5.03P)

Summative

- Written essay (LI1.07P, WR2.01P, WR3.03P, WR3.03P, MD1.01P, MD1.02P, MD1.03P)
- Evaluation of media creation (MD1.01, MD2.02, MD2.03)

Resources

Archer, Lynn, C. Costello, and D. Harvey. *Reading and Writing for Success*. Canada: Harcourt Brace, 1997. ISBN 0-7747-0197-8

Dawe, Robert, B. Duncan, and W. Mathieu. *ResourceLines 9/10*. Scarborough: Prentice Hall Ginn: Canada, 1999. ISBN 0-13-012922-4

Gregory, Kathleen, Caren Cameron, and Anne Davies. *Setting and Using Criteria*. British Columbia: Connections Publishing, 1997. ISBN 0-9682160-1-3

Appendix G

Deconstruct: To analyse, to take apart, to decode, and breakdown!

Key Concepts of Media:

Nothing happens by accident:
Every element of a media production has been carefully prepared. It has been constructed piece by piece. All of media is a creation like a series of blocks put together to make a tower. Images seem to flow smoothly. Don't be fooled... media images in our culture are painstakingly prepared by directors, editors, producers and technicians.

Media communicate through codes/conventions:
Every media form has certain conventions that affect the way messages are transmitted and understood. We have been exposed to media all of our lives. We know these codes even though we do not always realize it. They are part of our viewing, reading and listening experiences.

Symbolic convention: Every item included in media has meaning to us. These meanings are created from life experience and our exposure to media. Visual images often convey hidden or symbolic meanings without the viewer even realizing it!

Technical convention: These include camera angles, painting techniques, sound effects or musical cues, different lenses, color pages as opposed to black and white. These technical conventions affect meaning.

Media texts usually have a commercial agenda:
Many of the media works that we are exposed to are created to sell a product or an idea. Media is business and must make a profit. Television programs are created to provide ad spots for commercials. Magazines and newspapers generate the majority of income through the sale of advertisement space, not through circulation.

Media texts express values:
If you pick up a magazine or watch a television program, you will find that these examples of media are filled with advertising for make-up, cars, clothes, food, etc. These advertisements, paired with the content of the magazines or television programs, express that there is value in the things they are portraying. As a critical viewer, we must analyse what values are being portrayed.

Media texts contain representation and/stereotypes:
Media representations are not real. They are someone's interpretation of what is real. They may not have any real resemblance to reality. Many media representations contain stereotypes that reflect cultural, ethnic, and gender stereotypes that exist within our society. We must be sure to identify what stereotypes and biases are being represented if we are to have a fair and just view of our world.

Audiences make the meaning of text:
Every time you are exposed to media, you bring your own experiences into your interpretation. You make your own meaning depending on who you are, where you live, your cultural heritage, and your socio-economic background. Many media works are aimed at a "target audience". The creators decide what group of people they wish to target (e.g., teenagers, adults, various ethnic groups, or gender groups). They include elements that will appeal to the chosen audience in their media production.

Adapted from: *ResourceLines 9/10*, 1999 and *Media Literacy: Intermediate and Senior Divisions*, 1989

Unit 4: Poetry: The Words We Breathe

Time: 15 hours

Unit Description

Poetic language provides writers with a vehicle to communicate the universalities of emotion and experience, including the stories of our Christian faith. In this unit, students will examine various poems, their devices and desired effects. They will participate actively in discovery and application activities to develop and demonstrate an understanding of poetic forms in poems written by published poets, peers and themselves.

Strand(s) and Expectations

Ontario Catholic Graduate Expectations: CGE1c, d, e, 2a, b, c, d, 3b, c, e, 4b, e, f, g, 5a, c, e, g, 7b, j.
Strand(s): Literature Studies and Reading, Writing, Language, Media Studies
Overall Expectations: LIV.01-03P, WRV.02-05P, LGV.01-02P, MDV.02.
Specific Expectations: LI1.01-02P, LI1.04-06P, LI2.02P, LI3.01-02P, WR1.01P, WR1.03-04P, WR2.01-03P, WR3.01-2P, WR4.01-03P, WR5.02P, WR5.04-13P, LG1.02-03P, LG1.05-07P, LG2.01-03P, MD2.02P-03P.

Activity Titles (Time + Sequence)

Activity 1	Writers' Workshop, Part Four	30 minutes
Activity 2	Do You See What I See?	120 minutes
Activity 3	Poetry Parts	300 minutes
Activity 4	Poetry at Work	225 minutes
Activity 5	Feeling Groovy: Poetry Cafe	225 minutes

Unit Planning Notes

- In this unit, the teacher must be sure to choose poetry that can be easily linked to students' academic, social and spiritual lives and represents the mosaic of their class, community and world. This could include lyrics from popular music, prayers, current and/or locally published poets.
- Students should be encouraged to examine their personal music collections for examples of concepts learned in this unit.
- The grammatical convention outlined in Activity 1 is the participle. This should be practised throughout the unit whenever possible. Opportunity should also be given for students to revisit the grammatical conventions studied in the first three units.
- When teaching/discussing the forms, conventions and mechanics of poetry (e.g., symbolism, word choice, alliteration, etc.), teachers must be sure to teach within the context of the meaning, issues and ideas expressed in the literature. Students must be encouraged to make active and creative links between form and meaning.
- The teacher may seek the help of the drama teacher when setting up the classroom for a poetry reading. (Activity 5).
- The teacher may refer to Appendix B for additional Reading Strategies.
- The teacher should be prepared to accommodate different learning styles to allow students to achieve expectations.

- Teachers must be sensitive to the fact that not all students completed Grade 9 English in Ontario. All expectations outlined in the Grade 9 Applied English document may not have been mastered. Teachers must constantly assess students' skills. Some expectations must be reviewed or taught.
- The teacher should be aware of special needs students in their class and consult each student's Individual Education Plan for appropriate accommodations and modifications.
- Throughout the unit the teacher will model oral poetry reading and point out ways to make the meaning of a poem more clear by using voice as an instrument.
- The school teacher-librarian is an excellent resource for poetic materials and resources.
- Poetry provides an excellent venue through which to address and/or explore various social issues (i.e. multiculturalism, aboriginal issues, explicit lyrics, cultural biases, etc.). The teacher will use all opportunities to facilitate such discussion in class during the course of this unit.
- Daily reading and writing provide an excellent opportunity for students to develop comprehension and writing skills. It also provides students with an opportunity to express opinions, develop ideas, and practise reading and writing skills. Teachers will incorporate 10-15 minutes of daily reading and response into the regular routine of the classroom.

Prior Knowledge Required

- Students will have studied various poems and poetic techniques in previous language arts programs.
- Students will know the stages of the writing process.
- Students will know the expectations for effective oral presentations, collaborative work, and self-directed learning.
- Students will have experience with poetic form through music, prayer, etc.

Teaching/Learning Strategies

- Teacher-prepared instruction/lessons
- Teacher-led discussion
- Teacher-student conferencing
- Collaborative work (peer conferencing, workstations, small groups)
- Student presentation
- Guided imagery
- Response journal
- Organizational charts
- Oral reading
- Formal paragraph writing
- Creative writing

Assessment and Evaluation

Formative

Teacher:

- informal observation
- checklists
- teacher/student conferencing
- content quiz
- journal response
- presentation

Student:

- self-assessment through peer and self-editing
- peer conferencing

Summative

- writing assignments
- checklists
- rubric
- oral presentations

Accommodations

The teacher may encourage all students' success in the following ways:

- providing poems that address different reading levels and different interests;
- providing extra time for assignment completion;
- breaking down assignments into smaller tasks;
- pairing with other students;
- providing reading materials in Braille or audiotape for students with visual impairment;
- providing students with poems in which important passages have been highlighted;
- playing audiotape or videotape of popular music so that students may see and hear as well as read lyrics;
- creating a music video to interpret and illustrate lyrics or poem.

Resources

Print

Barlow-Kedves, Carrie Colins, Ian Mills, Robin Pearson, Wendy Mathieu, and Susan Tywoniuk. *SightLines*. Scarborough: Prentice Hall Ginn Canada, 1999. ISBN 0-13-012906-2

Barry, J., ed. *Coast to Coast: Canadian Stories, Poetry, Non-Fiction and Drama*. Toronto: Nelson Canada, 1994. ISBN 0-17-604704-2

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Foster, Harold M. *Crossing Over: Whole Language for Secondary English Teachers*. New York: Harcourt Brace Jovanovich, 1994. ISBN 0-15-500576-6

Hayhoe, Mike and Stephen Parker. *Words Large As Apples: Teaching Poetry 11-18*. Cambridge University Press, 1988. 0-521-33731-3

Janeczko, Paul B., ed. *Poetspeak: In Their Work About Their Work*. New York: Bradbury Press, 1983.

Koch, Kennith. *Rose Where Did You Get That Red? Teaching Great Poetry to Children*. New York: Random House, 1990.

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Powell, Brian S. *Making Poetry: Approaches to Writing from Classrooms 'Round the World"*. New York: Collier-MacMillan, 1972. ISBN 02-973440-1

Salani, Don and Nova Morine. *Crossroads*. Toronto: Gage Educational Publishing Company, 1999. ISBN 0-7715-1324-0

Toutant, Arnold, et al. *Endless Possibilities*. Toronto: Oxford University Press, 1998. ISBN 0-19-541364-4

Tsujimoto, Joseph I. *Teaching Poetry Writing to Adolescents*. ERIC Clearinghouse, 1988. ISBN 0-8141-5226-0

Non-print

http://www.wier.yorku.ca/~wier/cdnauthor.html

http://www.schoolnet.ca

http://www.poets.ca

http://www.mirror.org/groups/cpa

Activity 1: Writers' Workshop, Part Four

Time: 30 minutes

Description

This activity is part four of an ongoing sequence of activities where students will study and practise their use of grammar expectations specific to this course (see Appendix A for list). In Unit Four, the focus will be on the correct use of participles. The teacher will instruct using a direct lesson and then students will demonstrate their understanding of the concept through a short writing response. These written responses will be formatively assessed, using teacher, self- and peer assessment, in preparation for the summative writing assignment(s) in the unit.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2c – present information and ideas clearly and honestly and with sensitivity to others;

CGE2d – write and speak fluently one or both of Canada's official languages.

Strand(s): Writing, Language

Overall Expectations

WRV.05P – edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate;

LGV.01P – use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences.

Specific Expectations
WR5.05P – use parts of speech correctly, including the participle;❖
LG1.05P – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:
- parts of speech, including participles;
- types of sentences, including compound-complex sentences;
- components of sentences, including adjective and adverb phrases; noun, adjective, and adverb clauses;
- agreement between subject and verb, and between pronoun and antecedent;
- consistency of verb tense and voice.❖

Planning Notes

- Please refer to Activity 1, Unit 1 for detailed information.
- When assessing cumulative skills, teachers will assess for correct subject-verb agreement as well as the correct use of adjective/adverb phrases; noun, adjective and adverb clauses; and participles.

Teaching/Learning Strategies, Assessment/Evaluation, Accommodations, Resources, Appendices

- The focus for this Writers' Workshop is the correct use of participles.
- The teacher could use the Writers' Workshop activity as a starting point for student journal responses to poetry; e.g., responding to poems studied in class or in their own environment, listing examples of participles used in poetry, writing their own poetry, evaluating their performances in specific activities, etc.

Possible topics for student writing response include:
- What memories does this poem evoke?
- How does the message of this poem relate to me?
- How can I use poetry to express my feelings about my family, my friends or my faith?

- Please refer to Activity 1, Unit 1 for detailed instructions and information.
- Please refer to Appendix A for list of grammatical conventions considered new and reviewed in ENG2P.

Activity 2: Do You See What I See?

Time: 120 minutes

Description

The purpose of this activity is to help students visualize pictures in their minds through experiences involving their five senses. Once students have formed these images, it is easier for them to write descriptions or narratives. Through this process, students will be challenged to think reflectively and creatively in an effort to create a written product with their God-given talents. The written creation formulated from this activity will be used in a later activity as a source for examining and writing original poetry.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations
CGE2c – present information and ideas clearly and honestly and with sensitivity to others;
CGE2d – write and speak fluently one or both of Canada's official languages;
CGE3c – think reflectively and creatively to evaluate situations and solve problems;

CGE3e – adopt a holistic approach to life by integrating learning from various subject areas and experience;
CGE4f – apply effective communication, decision-making, problem-solving, time and resource management skills;
CGE5c – develop one's God-given potential and make a meaningful contribution so society;
CGE5e – respect the rights, responsibilities, and contributions of self and others;
CGE7b – accept accountability for one's own actions.

Strand(s): Literature Studies and Reading, Writing, Language

Overall Expectations

LIV.03P – identify and explain the effect of specific elements of style in a range of literary and informational texts;
WRV.03P – use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;
WRV.04P – revise their written work, collaboratively and independently with a focus on support for ideas, accuracy, clarity, and coherence;❖
LGV.01P – use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences;
LGV.02P – use listening techniques and oral communication skills to participate in classroom discussions and more formal activities such as storytelling, role playing, and reporting/presenting for specific purposes and audiences.

Specific Expectations

WR1.03P – sort and label information and ideas; assess the relevance, accuracy, and completeness of the information and ideas; discard irrelevant material; and find additional information as needed;
WR1.04P – use the information and ideas generated to develop the content of written work;
WR4.01P – revise drafts to ensure that ideas are adequately developed and supported by relevant details and facts, and to achieve clarity and unity;
WR4.03P – make constructive suggestions to peers in a writing conference;
WR5.04P – edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below;
WR5.06P – construct a variety of complete and correct sentences (including compound-complex sentences), using adjective and adverb phrases and noun, adjective, and adverb clauses;❖
LG1.02P – use appropriate concrete and figurative language from a variety of sources to make their speech and writing vivid, precise, and interesting to its intended audience;❖
LG1.05P – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:

- parts of speech, including participles;
- types of sentences, including compound-complex sentences;
- components of sentences, including adjective and adverb phrases; noun, adjective, and adverb clauses;
- agreement between subject and verb, and between pronoun and antecedent;
- consistency of verb tense and voice;❖

LG2.01P – use listening techniques and oral communication skills to participate in group discussions.

Planning Notes

- The teacher will collect suitable materials connected to various themes, e.g., "the beach", "Christmas," to equip sensory workstations, e.g., sound effects, scented candles, sandpaper, etc.
- The teacher will need to determine the number of sensory workstations needed for their class profile.
- The teacher will prepare the room suitably for the activity.
- The teacher will obtain required audio visual equipment for various workstations.

- The teacher will create the following "sensory response chart" on the board for students to copy.

Theme	See	Hear	Smell	Taste	Touch

Prior Knowledge Required

- Students will have experience with the five senses – taste, feel, smell, hear, and see.
- Students will have met the expectation of understanding subject/verb agreement.
- Students will be familiar with clause types - adjective, adverb, and noun as well as adjective and adverb phrases.
- Students will understand the participle.

Teaching/Learning Strategies

Part One

- The teacher will tell the students that they will be participating in an activity that will challenge their ability to describe images they have created from sensory experiences.
- The teacher will set up four sensory stations around the classroom. Each workstation will focus on a particular theme, e.g., "the beach", "Christmas", etc.
- At each sensory workstation, the teacher will place various objects that appeal to the five senses (e.g., sandpaper, a scented candle, ocean sounds, etc.).
- Students will copy "sensory response chart" from board.
- The teacher will devise a strategy to place students in groups and direct each group to a designated "sensory workstation".
- The teacher will direct groups to use their five senses and the materials provided to experience the station's "theme".
- Students will make individual lists of words to describe each of their sensory experiences in the sensory response chart.
- The teacher will circulate and monitor group progress to determine appropriate time to rotate workstations.
- Students will repeat process until their charts are complete for all stations.
- As a class, teacher and students will participate in a discussion of what they have experienced in the various sensory stations. At this time, the teacher will ask the students questions which may provoke more vivid sensory detail to be included in the students' written response.
- Students will choose their favourite sensory station and use their gathered information to write one or two vivid paragraphs (in some cases it may be necessary to provide students with a required word length - 150 to 200 words), incorporating as much sensory detail as possible.
- Students will go through their written responses and check to see if they have included any clauses or participles. Each student must locate, underline, and identify each of the following in their written response:
  a) one of each of the following: adjective, adverb, and noun clause;
  b) three participles.
- If required, students will revise the written response to include each of the above.
- Students will submit this product for assessment.

Part Two

- The teacher will return the written responses to the students.
- Students will be instructed to revise their original written responses so that each line is no longer than four to seven words in length.
- The teacher may provide a model for students to view.

- The teacher will provide the students with the following strategies for revising their original response:
  a) change lines whenever sentences end;
  b) change lines wherever a comma occurs;
  c) include only one clause per line;
  d) read the original written response aloud and change lines any time you take a breath;
  e) eliminate unnecessary words.
- When students have rewritten the original written response, they will gather in groups of four or five and will spend five to ten minutes sharing each other's product. In this group setting, students will provide each other positive feedback on their creations.
- Students will put the original written response into their Portfolios for Writing Folders.
- Students will take the edited response and will rewrite it for homework.
- Students will submit the final copy of this new written response for assessment.

Assessment/Evaluation Techniques

Formative

- Collection of both written responses and assessment for completion (WR1.04P)

Summative

- Collection of original written response and assessment for correct inclusion of the following:
  a) one of each of the following: adverb, adjective, noun clause
  b) three participles (WR5.05P, WR5.06P, LG1.05P)

Accommodations

- The teacher may provide a word list of suitable adjectives and/or examples of required clauses, participles.
- Physically challenged students may need assistance in rotating between workstations. The workstation could be moved to them as needed.
- Students with visual or hearing impairment should be encouraged to experience as many of the stimuli at each station as possible. Teachers must ensure that the items at the sensory workstations appeal to each of the five senses.
- Some students may require a cloze paragraph to complete for their chosen sensory workstation.
- English as a second language students would benefit from a vocabulary sheet at each workstation.

Resources

Audio visual equipment
Sound effects CDs or cassettes
Sound effect objects
Materials for sensory stimuli, e.g., candles, sandpaper, etc.

Activity 3: Poetry Parts

Time: 300 minutes

Description

This activity is intended to review poetic devices and introduce students to new devices that can be used in the creation of poetry. Students will study metaphor, simile, alliteration, symbol, onomatopoeia, rhythm, rhyme, and punctuation and apply these terms to poetry chosen by the teacher and to their own poetry. Issues and messages contained in the chosen poetry will be discussed in light of the students' experiences and Catholic faith.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

CGE1c – actively reflect on God's Word as communicated through the Hebrew and Christian scriptures;
CGE1c – develop attitudes and values founded on Catholic social teaching and act to promote social responsibility, human solidarity and the common good;
CGE2b – read, understand, and use written materials effectively;
CGE2d – write and speak fluently one or both of Canada's official languages;
CGE3b – create, adapt, and evaluate new ideas in light of the common good;
CGE3c – think reflectively and creatively to evaluate situations and solve problems;
CGE3e – adopt a holistic approach to life by integrating learning from various subject areas and experience;
CGE4f – apply effective communication, decision-making, problem-solving, time and resource management skills;
CGE4g – examines and reflect on one's personal values, abilities and aspirations influencing life's choices and opportunities;
CGE5a – work effectively as interdependent team member;
CGE5g – achieve excellence, originality, and integrity in one's own work and support these qualities in the work of others;
CGE7j – contribute to the common good.

Strand(s): Literature Studies and Reading, Writing, Language

Overall Expectations

LIV.02P – demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, magazines, and reports;
LIV.03P – identify and explain the effect of specific elements of style in a range of literary and informational texts;
WRV.02P – identify literary and informational forms suited to a variety of purposes and audiences and use the forms appropriately in their own writing, with an emphasis on stating and supporting an opinion;
LGV.01P – use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences;
LGV.02P – use listening techniques and oral communication skills to participate in classroom discussions and more formal activities such as storytelling, role playing, and reporting/presenting for specific purposes and audiences.

Specific Expectations

LI1.01P – describe information, ideas, opinions, and themes in texts they have read during the year from a variety of print and electronic sources, including novels, short stories, plays, poems, magazines, reports, biographies, and manuals;
LI1.02P – select and read texts for a variety of purposes, with an emphasis on extending knowledge of the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and relating literary experiences to personal experience;❖

LI1.04P – demonstrate understanding of a text by citing explicit information and ideas from it;
LI1.05P – analyse the information and ideas presented in texts and make inferences based on the analysis;❖
LI2.02P – use knowledge of elements of poetry, such as stanza forms, rhyme, rhythm, punctuation, free verse, imagery, and sound devices, to understand and interpret texts in the genre;❖
LI3.01P – explain how authors adapt diction and phrasing and use specialized vocabulary to communicate ideas, emotions, and information and achieve intended effects;❖
LI3.02P – explain how authors and editors use design elements in texts to clarify and reinforce meaning;
WR1.03P – sort and label information and ideas; assess the relevance, accuracy, and completeness of the information and ideas; discard irrelevant material; and find additional information as needed;
WR1.04P – use the information and ideas generated to develop the content of written work;
WR3.01P – use key words in questions or prompts to organize ideas, information, and evidence in written answers;
LG1.05P – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:

- parts of speech, including participles;
- types of sentences, including compound-complex sentences;
- components of sentences, including adjective and adverb phrases, noun, adjective, and adverb clauses;
- agreement between subject and verb, and between pronoun and antecedent;
- consistency of verb tense and voice;

LG1.07P – recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:

- spelling, historical and technical terms;
- capitalization of proper nouns, and in scripts, dialogue, and poetry;
- punctuation, including semicolon;

LG2.01P – use listening techniques and oral communication skills to participate in group discussions;
LG2.02P – use techniques of effective listening.

Planning Notes

- The teacher collects a number of high interest, accessible language poems. Their choices should reflect poetry in the students' academic, personal, and spiritual lives, including popular music or prayer. These poems must include rhyme, stanza form, metaphor, simile, alliteration, onomatopoeia, and symbolism.
- In each of the mini-lessons, it is important that teachers provide instructions and emphasize key points or definitions in as many modalities as possible (orally, on board, kinesthetically).
- When teaching/discussing the forms, conventions and mechanics of poetry (e.g., symbolism, stanza form, alliteration, etc.), teachers must be sure to teach within the context of the meaning, issues and ideas expressed in the literature. Students must be encouraged to make active and creative links between form and meaning.
- The teacher should be aware of the special needs students in their classes and consult each student's Individual Education Plan for appropriate accommodations and modifications.
- The teacher-librarian would be an excellent resource for poems in this unit.
- The teacher will need an overhead projector.
- The teacher will put poems on overhead acetate.
- Teachers will refer to the glossary (explanatory notes) included in *The Ontario Curriculum, English, Grades 9 and 10* for definitions of poetic devices.
- The poetic devices studied in this unit are divided into groups to create a series of mini-lessons.

- The teacher should create the following chart:

Line from Poem	**Metaphor/Simile**	**Items Being Compared**	**Effect**

- The teacher will collect a variety of visual symbols including road signs and logos.
- The teacher will collect a number of sound-producing objects, e.g., nails, pop can, bucket, chain, etc.
- When selecting stimuli for each of the mini-lessons, teachers must ensure that they choose objects and cues to which all of their students can relate.
- This activity provides an excellent opportunity for the teacher to model oral poetry reading.
- Journal writing in this activity could focus on the issues and ideas that arise from the poetry studied.

Prior Knowledge Required

- Students will be familiar with the poetic devices in the ENG1P/1D curriculum expectations or similar expectations from their previous studies.
- Students will know guidelines for small group work.

Teaching/Learning Strategies

- Poetry selected should be from a variety of sources including prayer, religious song, popular music, etc.
- Teachers must ensure that the study of structure, form and literary devices is blended with the study of meaning, message and ideas represented in the poems, lyrics, or prayer chosen.

Part One: Rhythm/Rhyme/Punctuation

- The teacher will select a poem that provides an interesting example of structure and form, e.g., "in just" by e.e. cummings.
- The teacher will put students into small groups.
- The teacher will provide students with the poem cut up randomly into segments, and challenge the students to assemble the poem as they think it originally appeared.
- Students will present their re-assembled poems, and orally defend why they structured it as they did to the class.
- The teacher will project an overhead of the original poem, and facilitate a discussion about the poet's choice of structure, pointing out stanza form.
- The teacher will also facilitate a discussion on the meaning of the poem and the issues raised.
- The teacher will provide students with a definition of stanza for students to copy into their notebooks.
- The teacher will select a poem that has an easily identifiable rhyme scheme, and delete rhymed words which appear later in the poem.
- The teacher will distribute copies of the altered poem, and in their groups, students will attempt to fill in the blanks with words that would fit the rhyme scheme and context.
- The teacher will project an overhead of the poem as it originally appears, and facilitate a discussion comparing the students' and poet's word choices.
- The teacher will identify the rhyme scheme of this poem, and of another poem, illustrating for the students how this is done.
- The teacher will provide a definition of rhyme scheme, for students to copy into their notebooks.
- Students will select a few lines from one of the poems studied to serve as an example of the definitions.

Part Two: Metaphor/Simile

- The teacher will facilitate a discussion on commonly used comparisons by putting the following sentences on the board, and having students fill in the blanks:

  As lazy as a ____________________.
  As beautiful as a_________________.
  My love is a red, red ______________.
  This class is as boring as___________.
  The wind sounded like_____________.
  and/or other appropriate examples that may be provided by the teacher or students.
- In small groups or pairs, students will discuss how and why they chose to make their comparisons. They will discuss how the comparison made the meaning of the statement clear.
- The teacher will review the definition of metaphor and simile, for students to write in their notebooks.
- The teacher will choose several poems that contain both metaphor and similes, and put them on the overhead.
- Students will read the poems, and complete the chart below:

Line from Poem	Metaphor/Simile	Items Being Compared	Effect

- As a class, students will discuss the effect these comparisons have on the meaning of the poem.

Part Three: Symbolism

- The teacher will collect a number of visual symbols, e.g., yield sign, peace sign, a team logo, a business logo, etc., and distribute copies to the students.
- In small groups, students will identify what each symbol represents.
- As a class, students will discuss why these symbols are used.
- The teacher will point out that sometimes symbols are needed to clearly express things that are difficult to express in words and include examples of Christian symbolism as a focus of discussion, e.g., the Cross.
- The teacher will put a poem on overhead that demonstrates symbolism.
- Students will locate possible symbols in the poem and teacher will write them on the board.
- In pairs, students will discuss what concepts, feelings, emotions, or ideas are being represented by each symbol.
- As a class, students will explain their answers and the teacher will record points on the board.
- The teacher will provide a definition of symbolism for students to record in their notebooks.
- Students will write down an example of symbolism from the poem studied in class and explain what ideas the symbol represents.

Part Four: Sound Devices

- The teacher will collect a number of objects that could be banged together or dropped on the floor to create an interesting sound effect, e.g., metal bucket and nails, sandpaper and wood, rubber band and plastic bottle, etc. or a handkerchief waving rapidly in the air.
- The teacher will instruct students to put their heads down, and close their eyes. The teacher will create a sound with one of the objects listed above, and quickly hide the object that was used to produce the sound.
- Students will attempt to identify the sound, and create a written word to mock the sound.
- This will be repeated with several different examples.
- The teacher will provide a definition of onomatopoeia, which students will illustrate with their created examples.

- The teacher will present students with a poem that has examples of onomatopoeia and alliteration on the overhead projector.
- Students will identify examples of onomatopoeia in the poem, and discuss the effectiveness of the device.
- The teacher will ask if the students notice any other interesting uses of sound in the poem, prompting them by pointing out the examples of alliteration if necessary.
- The teacher will invite students to recall tongue twisters, and share them with the class.
- The teacher will categorize these as examples of alliteration and ask students for suggestions about how alliteration might be defined.
- Students will write down a class-generated definition and provide examples from the poem studied and one of the tongue twisters discussed.
- The teacher will ask students what effect alliteration might have on the rhythm and style of the poem.

Part Five: My Poem

- Students will revisit their imagery poem from Activity 2.
- The teacher will put students in small groups.
- In their groups, students will read through each of the poems and locate any examples of poetic devices studied in part one of this activity.
- They will indicate which devices they have used, write down the lines in their notebook and explain how the device added to the meaning and effectiveness of their poem.
- If students' poems do not have examples of the poetic devices they will indicate where someone else in the group has used them, or they will re-write a line of their poem using a device.
- The teacher will instruct students to bring their own sample of poetry, e.g., song lyrics, biblical passage, commercial jingle, favourite published poem, personal poem, etc. They will use this poetry sample to complete a summative assessment exercise next class day and should choose a sample that demonstrates as many poetic devices as possible.

Part Six: Putting It To The Test

- Students will examine the sample of poetry that they have selected at the end of Part Five and underline any examples of poetic devices.
- Students will then define the underlined poetic devices and describe, in writing, the contribution that each device adds to their poem.
- Students will submit their poem and written analysis to the teacher for evaluation.

Assessment/Evaluation Techniques

- Teacher observation (LI1.01P, LI1.02P, LI1.04P, LI1.05P, LI3.01-02P, WRV.02P, WR1.03P, WR1.04P, WR3.01P, LG1.07P, LG2.01P, LG2.02P).
- Teacher formative assessment of "Putting It To The Test" activity to check students' understanding (LI2.02P, LI3.01P, LG1.05P).

Accommodations

- The teacher may provide the student with the definitions and have them locate the examples within the poems.
- Students with visual impairment could bring in an audiotape of their poem for the Putting It to the Test activity.
- The teacher may provide a practice assignment modelling the assessment in Part Six for students who have difficulty with this form of assessment.
- The teacher may highlight key words in poems.

Resources

Poetry anthologies (see list in unit overview)
Bible and prayer books
Photocopies of metaphor/simile chart
Music lyrics and/or audiotape of music
Noise-making props
Overhead acetates for poems
Leitenberg, Gilda. *The Issues Collection*. Canada: McGraw-Hill Ryerson, 1993. ISBN 0-07-551442-7
Toulant, Arnold. *Endless Possibilities*. Don Mills: Oxford University Press, 1998. ISBN 0-19-541364-4

Activity 4: Poetry at Work

Time: 225 minutes

Description

In this activity, students will visit three different workstations where they will demonstrate their understanding of the poetic styles and devices reviewed in Activities 2 and 3. Students will complete both small group and individual tasks. They will manipulate words in order to change or enhance a poem, use poetic devices to describe observations, and evaluate the effectiveness of poetry or prose as a descriptive tool. This activity will allow students to evaluate situations both reflectively and creatively and to achieve originality in their own work while supporting creativity and originality in the work of their fellow group members.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2b – read, understand, and use written materials effectively;
CGE2c – present information and ideas clearly and honestly and with sensitivity to others;
CGE2d – write and speak fluently one or both of Canada's official languages;
CGE3c – think reflectively and creatively to evaluate situations and solve problems;
CGE4b – demonstrate flexibility and adaptability;
CGE4f – apply effective communication, decision-making, problem-solving, time and resource management skills;
CGE5a – work effectively as an interdependent team member;
CGE5e – respect the rights, responsibilities, and contributions of self and others;
CGE5g – achieve excellence, originality, and integrity in one's work and support these qualities in the work of others;
CGE7b – accept accountability for one's own actions.

Strand(s): Literature Studies and Reading, Writing, Language

Overall Expectations

LIV.01P – read and demonstrate an understanding of a range of literary and informational texts;
LIV.02P – demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, magazines, and reports;
LIV.03P – identify and explain the effect of specific elements of style in a range of literary and informational texts;
WRV.02P – identify literary and informational forms suited to a variety of purposes and audiences and use the forms appropriately in their own writing, with an emphasis on stating and supporting an opinion;

WRV.04P – revise their written work, collaboratively and independently with a focus on support for ideas, accuracy, clarity, and coherence;
WRV.05P – edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate;
LGV.01P – use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences;
LGV.02P – use listening techniques and oral communication skills to participate in classroom discussions and more formal activities such as storytelling, role playing, and reporting/presenting for specific purposes and audiences.

Specific Expectations
LI1.01P – describe information, ideas, opinions, and themes in texts they have read during the year from a variety of print and electronic sources, including novels, short stories, plays, poems, magazines, reports, biographies, and manuals;
LI1.04P – demonstrates an understanding of a text by citing explicit information and ideas from it;❖
LI1.06P – use evidence from a text to support judgements about an issue;❖
LI2.02P – use knowledge of elements of poetry, such as stanza forms, rhyme, rhythm, punctuation, free verse, imagery, and sound devices, to understand and interpret texts in the genre;
LI3.01P – explain how authors adapt diction and phrasing and use specialized vocabulary to communicate ideas, emotions, and information and achieve intended effects;❖
LI3.02P – explain how authors and editors use design elements in texts to clarify and reinforce meaning;
WR1.04P – use the information and ideas generated to develop the content of written work;❖
WR2.01P – demonstrate an understanding of literary and informational forms, such as personal essays, dramatizations, descriptions, poems, research reports, newspaper columns or magazine articles, and formal letters, by selecting forms appropriate to different purposes and audiences to use in their own writing;
WR2.02P – consider the characteristics of the intended audience in selecting the form and developing the content for each piece of writing;
WR2.03P – select first or third person and an appropriate level of language to suit the form, purpose, and audience of their writing;
WR3.01P – use key words in questions or prompts to organize ideas, information, and evidence in written answers;
WR4.01P – revise drafts to ensure that ideas are adequately developed and supported by relevant details and facts, and to achieve clarity and unity;
WR4.02P – revise drafts to ensure consistency in the use of first or third person and use of an appropriate level of language;
WR5.02P – select the publication method or vehicle most accessible or appealing to the intended audience, using technology in a variety of ways where appropriate;
WR5.04P – edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below;
WR5.05P – use parts of speech correctly, including the participle;
WR5.06P – construct a variety of complete and correct sentences (including compound-complex sentences), using adjective and adverb phrases and noun, adjective, and adverb clauses;
WR5.07P – identify and correct sentence errors, including comma splices and run-on sentences;
WR5.08P – make collective nouns used as subjects agree with verbs in simple and compound sentences;
WR5.09P – use verb tense and voice;
WR5.10P – use knowledge of a wide range of spelling patterns, rules and strategies to analyse and correct spelling errors;
WR5.11P – spell specific historical and technical terms correctly;

WR5.12P – use a variety of resources to correct errors in spelling;
WR5.13P – use punctuation correctly, including the semicolon;
LG1.02P – use appropriate concrete and figurative language from a variety of sources to make their speech and writing vivid, precise, and interesting to its intended audience;
LG1.05P – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:

- parts of speech, including participles;
- types of sentences, including compound-complex sentences;
- components of sentences, including adjective and adverb phrases, noun, adjective, and adverb clauses;
- agreement between subject and verb, and between pronoun and antecedent;
- consistency of verb tense and voice;❖

LG1.06P – recognize, describe, and correct sentence errors in oral and written language;❖
LG1.07P – recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:

- spelling, historical and technical terms;
- capitalization of proper nouns, and in scripts, dialogue, and poetry;
- punctuation, including semicolon;❖

LG2.01P – use listening techniques and oral communication skills to participate in group discussions.❖

Planning Notes

- The teacher may arrange heterogeneous groups prior to start of activity.
- This activity is designed as a series of three workstations during which groups of students will complete required tasks. Teachers may need to create duplicates of workstations in order to facilitate larger groups of students.
- The teacher will need to review the expectations for co-operative group work that will be assessed in this activity in order to ensure students' success.
- The teacher will need to review the lists of materials for each workstation and prepare required photocopies, poetry selections, mounted pictures, e.g., scenic pictures from calendars etc.
- The teacher will need to create instruction sheets for each workstation so that students understand the expectations for each task. Some tasks may need to be broken down into shorter segments depending on needs of students.
- As students are participating in workstation activities, it is expected that the teacher will circulate to answer questions, provide guidance and assess group work skills.
- The teacher should ensure that they review examples of poetic devices and figurative language as each new group starts at Workstation Number Two.
- Workstation Number Two is a combination of individual and group work. The teacher may change this arrangement as needed.
- The teacher should ensure that students review the purpose of Workstation Three (analysing poetic devices and paragraph writing) as each group proceeds with analysis.

Prior Knowledge Required

Students will understand poetic terms such as: simile, metaphor, personification, onomatopoeia, alliteration, diction. A review of these terms earlier in this unit is critical to success in this activity.

Teaching/Learning Strategies

Workstation Number One: Fill In the Blanks

- The teacher will place the following materials at this workstation: mounted copy of teacher-selected poem which includes connotative language, photocopies of poems for students to manipulate, thesauri and dictionaries.
- Students will read poem as a group and briefly discuss significant language and conventions used in the poem.
- Individually, students will select ten to fifteen words from the poem that they feel are critical to its meaning or effect.
- The teacher may provide a suggested word bank as necessary.
- Students will "white out" their selected words and replace them with alternate words that either enhance or change the meaning of the original poem.
- Students will share their poem with other members of the group.
- Students will title their "new poem" and submit good copy to teacher.

Workstation Number Two: A Picture in Words

- The teacher will place the following materials at this workstation: a selection of mounted pictures, and a sample chart for students to copy including example of completed poetic statement.

Observations (label as noun or verb)	**Adjectives/Adverbs**	**Poetic Language (personification, metaphor, simile, onomatopoeia, alliteration)**
e.g., mountain (noun)	high, snowy reaching	The white-capped mountain reached for the stars (personification)

- As a group, students will select a picture for this activity.
- Students will examine the picture and record details of the picture, e.g., nouns and verbs in the first column of the chart.
- Students will list adjectives and/or adverbs that describe the nouns and verbs they have observed in the picture.
- Students will create at least five poetic devices about their observations that use the information in their chart and demonstrate their understanding of personification, metaphor, simile, onomatopoeia, and alliteration (see example in chart above).
- Students will share their statements with other members of the group adding to their individual lists as necessary.
- Students will create their own poem using the statements from their lists. The poem should involve at least three of the five techniques listed above and focus on the controlling image in the picture.
- The teacher will encourage students to recall their work in Activity 2 as necessary for completing this task.

Workstation Number Three: Beneath The Text

- The teacher will place copies of three or four different poems that clearly address social issues at this workstation as well as mounted copy of rubric for paragraph response. One or more of the poems could be lyrics for a current song.
- Students will be instructed to analyse this poem by completing the following steps and recording information in their individual notebooks:
  a) Read through the poem once, silently.
  b) Choose a reader from group to read poem aloud. If the poem is a song, students may listen to recording of song.
  c) Identify examples of poetic devices and connotative language in the poem.

d) Discuss the message of the poem.
e) Choose five examples of poetic devices or connotative language and describe how each contributes to the message of the poem.

- Students will use information from their notes to write a one-paragraph response about the effectiveness of the poetic devices in communicating the message of the poem. The paragraph must include specific evidence from the poem to support their ideas and should demonstrate correct use of participles, phrases, clauses, and subject/verb agreement.
- Students will submit paragraph, along with evidence of revising/editing, for evaluation.

Assessment/Evaluation Techniques

Formative

- Teacher observation and assessment of group work skills (LG2.01P)

Summative

- Checklist evaluation of A Picture in Words poem (LG1.02P)
- Rubric evaluation of paragraph response (Appendix H) in Beneath The Text workstation (LI1.04P, LI1.06P, LI2.02P, LI3.01P, WR2.01P, WR5.04P-13P, LG1.05-07P)

Accommodations

- The teacher may provide a suggested word bank for the "Fill in the Blanks" workstation activity.
- Some students may need to fill in a partially completed chart for the "Picture in Words" workstation activity.
- Some students may need further clarification, cloze questions, or reduced requirements, e.g., fewer examples of descriptive passages for the Beneath The Text workstation activity.
- Some students may be required to complete only one or two workstations in order to maximize chances for success.
- Students in need of challenge may wish to select an alternate stimulus (other than pictures provided) to complete the Picture in Words activity or choose a news article of interest to them from which to create a free verse poem.
- The teacher may provide audiotape of poems and/or music used in various workstation activities, to assist students with visual impairment.
- English as a second language students may require adjective-adverb lists to complete the picture in words activity.

Resources

poetry anthologies (e.g., *Reflections on a Gift of Watermelon Pickle . . . . and Other Modern Verses, Side By Side*, etc.)

poetry curriculum resources (e.g., *Making Poetry: Approaches to Writing From Classrooms 'Round the World, Words Large As Apples: Teaching Poetry 11-18*, etc.)

Appendices

Please refer to Appendix H for rubric to evaluate paragraph response (Workstation Three).

Activity 5: Feeling Groovy: Poetry Cafe

Time: 225 minutes

Description

In this activity, students will pull together their knowledge of rhythm, rhyme, punctuation, alliteration, onomatopoeia, symbolism, metaphor, simile, and other poetic devices studied in this unit. They will create a piece of prose of any subject that appeals to them. They will then use the material they have generated in the prose format to create a poem that includes many of the poetic devices studied. Students will present their poetry in a non-threatening forum. They will use poetry as a vehicle to express their feelings and thoughts on personally meaningful subjects, thus stressing their importance as an individual and unique person.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE1a – illustrate a basic understanding of the saving story of our Christian faith;
CGE2a – listen actively and critically to understand and learn in light of gospel values;
CGE2c – present information and ideas clearly and honestly and with sensitivity to others;
CGE3b – create, adapt, and evaluate new ideas in light of the common good;
CGE3e – adopt a holistic approach to life by integrating learning from various subject areas and experience;
CGE4e – set appropriate goals and priorities in school, work, and personal life;
CGE4f – apply effective communication, decision-making, problem-solving, time and resource management skills;
CGE4g – examine and reflect on one's personal values, abilities and aspirations influencing life's choices and opportunities;
CGE5c – develop one's God-given potential and make a meaningful contribution so society;
CGE5e – respect the rights, responsibilities, and contributions of self and others;
CGE5g – achieve excellence, originality, and integrity in one's own work and support these qualities in the work of others;
CGE7j – contributes to the common good.

Strand(s): Literature Studies and Reading, Language, Writing, Media

Overall Expectations

LIV.01P – read and demonstrate an understanding of a range of literary and informational texts;
LIV.02P – demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, magazines, and reports;
LIV.03P – identify and explain the effect of specific elements of style in a range of literary and informational texts;
LGV.01P – use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences;
LGV.02P – use listening techniques and oral communication skills to participate in classroom discussions and more formal activities such as storytelling, role playing, and reporting/presenting for specific purposes and audiences.
WRV.04P – revise their written work, collaboratively and independently with a focus on support for ideas, accuracy, clarity, and coherence;
WRV.05P – edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate;
MDV.02P – use knowledge of a range of media forms, purposes, and audiences to create media works and explain their intended effects.

Specific Expectations

LI2.02P – use knowledge of elements of poetry, such as stanza forms, rhyme, rhythm, punctuation, free verse, imagery, and sound devices, to understand and interpret texts in the genre;

LI3.01P – explain how authors adapt diction and phrasing and use specialized vocabulary to communicate ideas, emotions, and information and achieve intended effects;❖

LG2.04P – use specific examples, facial expressions and body language, emotional appeals, and visual aids and technology, as appropriate to engage the audience's interest during oral presentations;❖

WR1.01P – questions and identifying information needs;

WR1.04P – use the information and ideas generated to develop the content of written work;

WR3.02P – use a single, controlling idea and connecting words and phrases to structure a series of paragraphs;

WR5.02P – select the publication method or vehicle most accessible or appealing to the intended audience, using technology in a variety of ways where appropriate;❖

LG1.02P – use appropriate concrete and figurative language from a variety of sources to make their speech and writing vivid, precise, and interesting to its intended audience;❖

LG1.03P – modify their vocabulary and phrasing in oral and written work to suit specific informal and formal situations;❖

LG2.01P – use listening techniques and oral communication skills to participate in group discussions;❖

LG2.03P – plan and make oral presentations, adapting vocabulary and methods of delivery to suit audience and purpose;❖

MD2.01P – adapt an idea or theme from a work of literature for presentation in another media form and determine what aspects have been weakened and/or strengthened by the adaptation.

Planning Notes

- The teacher will be prepared to meet one-on-one with students who have difficulty deciding on a topic.
- The teachers will create a positive atmosphere in the class to allow students to feel comfortable reading their poetry aloud.
- The teachers should encourage students, wherever possible, to use their poems to convey feelings surrounding a social issue of importance to them.
- The teacher will stress that the meaning of the students' poems is the most important aspect. The students are to use the forms to convey their intended meaning.
- The teacher should use writing journal as a vehicle for students to express their feelings on poetry writing and performances.
- The teacher may wish to research beatnik poetry cafe style and dress so they can incorporate this mode of poetry recital into their classroom.
- The teacher may wish to research an alternate location near or in the school for the cafe.
- The teacher may wish to review components of a good oral presentation with the class. Teachers may also create their own poem in the same way as the students and present that poem at the final recital as a mode of encouraging participation and modelling positive behaviour.

Prior Knowledge Required

- Student will have completed all other activities in this unit.
- Students will be aware of the expectations for oral presentations.
- They will also be familiar with the writing components already addressed in this course and in the Grade 9 applied program.

Teaching/Learning Strategies

- The teacher will prepare a list of possible meaningful writing topics for students.
- The teacher will put some examples of topics on board and students will brainstorm other topics.
- The teacher will add to the list as students come up with suggestions.
- The teacher will explain to students that they must choose a topic and write a series of paragraphs on that topic.
- Students will be encouraged to be as descriptive as possible.
- Students should refer to Activity 2 as needed when writing.
- Students will also be encouraged to incorporate as many as possible of the literary terms and poetic devices studied in Activity 3 into their writing.
- Students will use the words and phrases generated in their prose writing to create a poem.
- Students should be encouraged to refer to the poem that they created in Activity 2 if they run into difficulty or the teacher may choose to provide a prose piece of writing from which students write their poem.
- The intended meaning and message of the poems will be stressed.
- The poems created by the students will include four of the poetic devices studied in Activity 3. These include: metaphor, simile, alliteration, onomatopoeia, symbolism, and rhyme.
- Students will indicate where they have used these devices by underlining them in different colours and providing a colour key at the end of the poem.
- Students will use a word-processing or desktop-publishing program to publish their poem.
- Students will hand in their prose and poetry writings to the teacher.
- The teacher will evaluate the use of poetic devices using a checklist.
- The teacher will model poetry reading in class and point out ways to make meaning clear (stressing key words, reading with expression, making eye contact, etc.).
- The teacher and students will create a beatnik cafe in the classroom (costume and decoration should be encouraged, including dressing in black, music, bongos, etc.).
- Students will do a poetry reading of their poems, in this atmosphere, that will be evaluated with a rubric (see Appendix I).
- The teacher will encourage students to include appropriate auditory or visual effects, e.g., music, sound effects, overhead images, posters, etc. to enhance the effectiveness of their reading.
- Some students may choose to videotape or audiotape their reading and present their tape to the class.
- As members of the audience, students will be monitored for their efforts as respectful, encouraging listeners.
- The teacher will facilitate a discussion regarding the messages of the poems and the feelings that they evoke.
- Poems will be placed in a class anthology.
- The teacher may choose to post the finished poems on the school web site if one is available.

Assessment/Evaluation Techniques

Formative

- Teacher observation (LI2.02P, LI3.01P, WR1.01P, WR3.02P, WR5.02P)
- Prose and poetry writing checklist (LI2.02P, WR1.04P, LG1.02P, LG1.03P)

Summative

- Oral presentation Rubric (LG2.04P, LG2.03P, MDV.01P)

Accommodations

- The teacher may adjust the number of poetic devices students must include in their poem.
- Some students may require a prescribed task during performances in order to maintain their focus.
- Students with hearing impairment could be encouraged to present their reading in sign language with visual cues.
- The teacher may choose to have students perform on tape or in front of a reduced audience to alleviate excessive anxiety.

Resources

Desktop publishing programs.

Thesaurus/Dictionary

Rhyming dictionary

Audio/Video taping equipment

Decorations for classroom poetry cafe

Appendices

Please refer to Appendix I for poetry reading rubric.

Appendix H

Sample Rubric for Beneath The Text Paragraph Response

Category	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79 %)	Level 4 (80-100%)
Knowledge/Understanding - knowledge of poetic forms and conventions (LI2.02P)	- demonstrates limited knowledge of poetic forms and conventions	- demonstrates some knowledge of poetic forms and conventions	- demonstrates considerable knowledge of poetic forms and conventions	- demonstrates thorough knowledge of poetic forms and conventions
- understanding of relationship between literary technique and intended effect (LI1.06P)	- demonstrates limited understanding of relationship	- demonstrates some understanding of relationship	- demonstrates considerable understanding of relationship	- demonstrates thorough understanding of relationship
Thinking/Inquiry - poetic analysis(LI1.06P, LI2.02P)	- analyses poetry with limited effectiveness	- analyses poetry with some effectiveness	- analyses poetry with considerable effectiveness	- analyses poetry with a high degree of effectiveness
Communication - demonstrate an understanding of a text by citing explicit information and ideas from it (LI1.04P)	- demonstrates understanding by citing examples in a limited way	- demonstrates understanding by citing examples some of the time	- consistently demonstrates understanding by citing examples	- demonstrates thorough understanding by citing examples and ideas
Application - correct use of required language conventions (WR2.01P, WR5.04P-13P, LG1.05P-07P) - correct use of participles (LG1.05P, WR5.05P)	- uses required language conventions, including participles, with limited accuracy and effectiveness	- uses required language conventions, including participles, with some accuracy and effectiveness	- uses required language conventions, including participles, with considerable accuracy and effectiveness	- uses required language conventions, including participles, accurately and effectively all or almost all of the time

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix I

Sample Checklist For Poetry Reading Presentation

Criteria	Met	Not Yet Met	I Noticed…
- adapts vocabulary and methods of delivery to suit the intended audience			
- uses facial expression, body language to enhance message			
- uses auditory and/or visual cues effectively to enhance their reading			
- uses vocal expression to clarify and highlight important parts of poem			
- use of poetic devices within poem is made clear			

Unit 5: Drama: The Sound and Fury

Time: 20 hours

Unit Description

This unit provides an opportunity for students to explore the world of drama. Students will be exposed to the elements of drama and presentation through the study of a one-act play. Through collaborative work, students will search their own lives for potential story and play topics. They will construct a short story, referring to the elements studied in Units 1 and 2. Students will then use the dramatic conventions explored in Activity 2 to change their story into a script. Students will rehearse their script and present it in front of the class.

Strand(s) and Expectations

Ontario Catholic Graduate Expectations: CGE1d, e, i, 2a, b, c, d, e, 3b, c, d, e, 4a, b, c, d, e, f, g, 5a, c, d, e, f, g, 7b, i, j.

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Overall Expectations: LIV.01-03P, WRV.02-05P, LGV.01-02P, MDV.01-02P.

Specific Expectations: LI1.01-04P, LI1.08P, LI2.01-02P, LI3.02-03P, WR1.01P, WR1.04P, WR2.01-03P, WR3,02-04P, WR4.01P, WR5.03-13P, LG1.02-07P, LG2.07P, MD1.02P, MD1.03P, MD2.01P, MD2.03P.

Activity Titles (Time + Sequence)

Activity 1	Writers' Workshop, Part Five	30 minutes
Activity 2	Setting the Stage	270 minutes
Activity 3	Play On...	300 minutes
Activity 4	The Script's the Thing	300 minutes
Activity 5	All Your World's a Stage	300 minutes

Unit Planning Notes

- The teacher should select a high interest one-act play for this unit that clearly displays the dramatic concepts to be discussed. Special consideration should be given to plays that the students can view on film or in a live performance. This may be an opportunity to introduce students to a Shakespearean play.
- When teaching/discussing the forms, conventions and mechanics of drama, e.g., stage direction, characterization, setting etc., the teachers must be sure to teach within the context of the meaning, issues and ideas expressed in the literature. Students must be encouraged to make active and creative links between form and meaning.
- The teacher should consult with the drama teacher for assistance in selecting a suitable play for this activity and for any other assistance the drama teacher may be able to offer (strategies for writing scripts, developing props, etc.).
- The teacher should consult with the teacher-librarian about resources that may be available to assist in the delivery of this unit.
- The teacher could make arrangements to have access to computers during this unit to afford students the opportunity to produce their script on computer.
- The teacher may arrange for the school chaplain or a parish priest to visit the class to address some of the social issues which may arise in the play studied or in the scripts being written by the groups.

- The teacher could make arrangements to invite various guest speakers into the class to provide students with additional background on the various media options available to them in adapting their scripts (radio personality, writer, etc.).
- The teacher will be sure to assess whether or not the chosen play has biases (cultural, gender, etc.). If these biases exist, and the teacher feels that this bias will interfere with the students' personal development, the teacher must choose another play.
- After the play has been chosen, the teacher must be sure to address all issues of bias to foster a positive community of acceptance and understanding in the classroom.
- The language skill (grammatical convention) for this unit is the use of the semi-colon. The teacher should be sure to provide adequate activities for students to practise this convention.
- The teacher should also provide opportunities for students to revisit the other grammatical conventions studied in Units 1 - 4.
- Daily reading and writing provide an excellent opportunity for students to develop comprehension and writing skills and also provide a medium through which students can express opinions and explore ideas. The teacher will incorporate 10-15 minutes of daily reading and response into the regular routine of their classroom.
- The teacher may wish to refer to reading strategies outlined in Appendix B if students are having difficulty with reading and comprehension.
- When forming groups for major group activities, teachers may employ a variety of strategies including: a) teacher-formed groups, b) student choice and c) pairing by student choice and grouping of these student pairs by teacher.
- The teacher may wish to consult with the drama teacher in preparing this unit.
- Teachers may use their classroom as the setting for the play presentation or they may wish to find an alternate location such as the school stage, cafeteria, etc.
- The teacher may wish to provide opportunity for students to view a professional performance.
- When assigning dates for student presentations, teacher may choose to begin the next unit before presentations to allow students extra time for preparation.
- The teacher will be sensitive to students' special needs. Individual Education Plans will be consulted and modifications and accommodations will be made to ensure student success.

Prior Knowledge Required

- Students will know basic group work procedures previously established in this class.
- Students will need to be familiar with literary concepts studied in prior units such as setting, plot, conflict, characterization, diction, etc.
- Students will have knowledge of the Writers' Workshop conventions studied in Units 1 - 4. See Appendix A for reference chart.

Teaching/Learning Strategies

- Teacher-directed lessons
- Reading/Response journals
- Collaborative group activities
- Collaborative writing
- Teacher-facilitated discussions
- Group presentation
- Organizational charts
- Formal writing assignments

- Use of video
- Word processing/desktop publishing
- Reading activities

Assessment and Evaluation

Formative

The teacher:

- informal observation
- teacher-student conferencing
- checklist
- rubrics
- plot line assessment
- chart assessment

The student:

- self-assessment, peer and self-editing
- self-assessment of performances

Summative

- rubric for presentation
- rubric for formal writing assignment

Accommodations

The teacher may encourage all students' success in the following ways:

- provide alternate activities that reflect different learning styles;
- provide extra time for processing;
- assist students by 'chunking' assignment components and requiring each 'chunk' to be handed in at specific assigned times;
- pair or grouping of students;
- provide models of the writing process which are visible to the students;
- allow opportunities for alternatives to writing, e.g., graphic representations, drama, media presentations, timelines, collages;
- provide a print copy of board notes, if necessary;
- provide reading materials in larger type or in Braille;
- provide preferential seating as necessary to assist with focussing and maintaining attention;
- encourage oral discussion prior to writing tasks, and prior to/after reading;
- teach the students to see situations from other person's perspective.

Resources

Barlow-Kedves, Carrie Colins, Ian Mills, Robin Pearson, Wendy Mathieu, and Susan Tywoniuk. *SightLines*. Scarborough: Prentice Hall Ginn Canada, 1999. ISBN 1-13-012906-2

Dawe, Robert, Barry Duncan, and Wendy Mathieu. *ResourceLines 9/10*. Scarborough, Ontario: Prentice Hall Ginn Canada, 1999. ISBN 0-13-012922-4

Frost, Warren. *John Steinbeck's The Pearl*. Illinois: The Dramatic Publishing Company. ISBN 0-87129-580-6

Gregory, Kathleen, Caren Cameron, and Anne Davies. *Setting and Using Criteria*. British Columbia: Connections Publishing, 1997. ISBN 0-962160-1-3

Harmon, Nikki. *Murder Most Fouled Up*. ISBN 0-87129-146-0

Hilker, Douglas and Harper, Sue. *Elements of English 9*. Toronto: Harcourt Brace Canada, 1999. ISBN 0-7747-0576-0.

Hilker, Douglas, et al. *Transitions*. Toronto: Harcourt Brace Canada, 1999. ISBN 0-7747-0151-X

Luengo, Anthony, ed. *Literature & Media*. Canada: International Thompson Publishing: 1999.

Lundy, Charles J. and David W. Booth. *Interpretation: Working With Scripts*. Don Mills, Academic Press Canada, 1983. ISBN 0-7747-1210-4

Lynn Archer, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*. Canada: Harcourt Brace, 1997. ISBN0-7747-097-8

Olfson, Lewy. *50 Great Scenes for Student Actors*. Toronto: Bantam Books, 1980.

Salliani, Don and Morine. *Crossroads*. Toronto: Gage, 1999. ISBN 0-7715-1324-0

Schanker, Harry H. and Katherine Ommanney. *The Stage and The School*. New York, New York: McGraw-Hill Inc., 1989. ISBN 0-07-055145-6

Toutnat, Arnould. *Endless Possibilities*. Don Mills: Oxford University Press, 1999. ISBN 0-19-541364-4

A Shakespearean play, as appropriate

Activity 1: Writers' Workshop, Part Five

Time: 30 minutes

Description

This activity is part five of an ongoing sequence of activities where students will study and practise their use of grammar expectations specific to this course. In part five, the focus will be on the correct use of the semi-colon. The teacher will deliver a socratic lesson and then students will demonstrate their understanding of the concept through a short writing response. These written responses will be formatively assessed, using teacher, self-, and peer assessment, in preparation for the summative writing assignment(s) in the unit.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2c – present information and ideas clearly and honestly and with sensitivity to others;
CGE2d – write and speak fluently one or both of Canada's official languages.

Strand(s): Writing, Language

Overall Expectations

WRV.05P – edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate;
LGV.01P – use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences.

Specific Expectations

WR5.13P – use punctuation correctly, including the semicolon;❖
LG1.07P – recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:

- spelling; historical and technical terms
- capitalization: of proper nouns, and in scripts, dialogue, and poetry;
- punctuation, including semicolon.❖

Planning Notes

- Please refer to Activity 1, Unit 1 for detailed information.
- When assessing cumulative skills, teacher will assess for correct subject-verb agreement as well as the correct use of adjective/adverb phrases, noun, adjective and adverb clauses, participles and semi-colons.

Teaching/Learning Strategies

- The focus for this Writers' Workshop is the correct use of the semi-colon. Please refer to Activity 1 of Unit 1 for detailed instructions.
- The teacher will continue utilizing the writing journal as a vehicle for students to practise the language conventions from this unit and Units 1-4.
- Possible journal topics for this unit include:
  - Do I prefer a book or a movie? Explain.
  - What incident in my life would make a great play?
  - Do I have fears about acting in front of a class? If so, how can I try to get over them?
  - What elements of setting are common to most situation comedies?

Assessment/Evaluation Techniques, Accommodations, Resources, Appendices

- Please refer to Activity 1, Unit 1 for detailed information.
- Please refer to Appendix A for a list of new and reviewed grammatical conventions in ENG2P.

Activity 2: Setting the Stage

Time: 270 minutes

Description

In this activity, students will explore and apply their knowledge of a variety of dramatic forms and stylistic devices including staging, characterization, set design, plot and mood. As collaborative learners, students will think critically about the meaning and purpose of the dramatic conventions. Students will demonstrate an understanding of how language is used effectively to enhance themes, reveal character, and convey attitudes. Through the discussing and viewing of the play, students will examine specific social issues in light of Catholic social teaching.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE1d – develop attitudes and values founded on Catholic social teaching and act to promote social responsibility, human solidarity, and the common good;
CGE2a – listen actively and critically to understand and learn in light of gospel values;
CGE2b – read, understand, and use written materials effectively;
CGE2c – present information and ideas clearly and honestly and with sensitivity to others;
CGE2d – write and speak fluently one or both of Canada's official languages;
CGE2e – use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life;
CGE3c – think reflectively and creatively to evaluate situations and solve problems;
CGE3e – adopt a holistic approach to life by integrating learning from various subject areas and experience;
CGE4a – demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
CGE4b – demonstrate flexibility and adaptability;

CGE4f – apply effective communication, decision-making, problem-solving, time and resource management skills;
CGE5e – respect the rights, responsibilities and contributions of self and others;
CGE5g – achieve excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
CGE7b – accept accountability for one's own actions.

Strand(s): Literature Studies and Reading, Writing, Language

Overall Expectations
LIV.01P – read and demonstrate an understanding of a range of literary and informational texts;
LIV.02P – demonstrate an understanding of the elements of a range of literary and informational forms,
LIV.03P – with a focus on novels, poems, magazines, and reports;
identify and explain the effect of specific elements of style in a range of literary and informational texts;
WRV.02P – identify literary and informational forms suited to a variety of purposes and audiences and use the forms appropriately in their own writing, with an emphasis on stating and supporting an opinion;
WRV.03P – use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;
LGV.01P – use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences;
LGV.02P – use listening techniques and oral communication skills to participate in classroom discussions and more formal activities such as storytelling, role playing, and reporting/presenting for specific purposes and audiences.

Specific Expectations
LI1.01P – describe information, ideas, opinions, and themes in texts they have read during the year from a variety of print and electronic sources, including novels, short stories, plays, poems, magazines, reports, biographies, and manuals;
LI1.03P – select a variety of reading strategies and use them effectively before, during, and after reading to understand texts;❖
LI1.04P – demonstrate understanding of a text by citing explicit information and ideas from it;
LI1.08P – suggest ways in which an author's experience might influence information and ideas in a text;❖
LI2.01P – use knowledge of elements of the novel, such as plot and subplot, characterization, setting, conflict, theme, and point of view, to understand and interpret texts in the genre;❖
LI3.02P – explain how authors and editors use design elements in texts to clarify and reinforce meaning;
LI3.03P – explain how authors and editors use design elements in texts to clarify and reinforce meaning;
LG1.01P – describe changes in English language use caused by influences such as technology, other languages, and the media;
LG2.04P – use specific examples, facial expressions and body language, emotional appeals, and visual aids and technology, as appropriate to engage the audience's interest during oral presentation.❖

Planning Notes

- The teacher will choose a play that is best suited to the composition of the class, contains appropriate social issues and is free of bias (cultural, gender, etc.). If the play does include bias, teacher must be sure to address these issues.
- If possible, the teacher should choose a play that the students can also view (e.g., *Pygmalion/My Fair Lady*).
- The teacher will obtain a suitable text containing appropriate dramatic terms.
- The teacher will provide students with definitions of required dramatic terms.

- When teaching/discussing the forms, conventions and mechanics of drama, e.g., stage direction, characterization, set design, etc., teachers must be sure to teach within the context of the meaning, issues, and ideas expressed in the literature. Students must be encouraged to make active and creative links between form and meaning.
- The teacher may wish to videotape portions of situational comedies for use as examples of set design.
- The teacher will create a handout of a blank stage that includes audience and stage areas.

Prior Knowledge Required

- Students will know how to identify theme and setting as addressed in Units 1 and 2.
- Students will be familiar with the definition of diction introduced in Unit 4.
- Students will be able to discuss aspects of character and plot within a dramatic work.

Teaching/Learning Strategies

- Teachers will introduce the play to students. They may address relevant historical or contextual information and/or relevant biographical information pertaining to the author.
- The teacher will review literary concepts such as setting, plot, conflict, etc. prior to commencing the reading of the play with the students.
- The teacher will instruct the students to organize a journal writing section for daily reflection writing in this unit.
- The teacher will employ a variety of reading strategies including: independent reading, reading in small groups with assigned parts and/or whole class reading with assigned parts, showing excerpts from a videotape of the play.
- The teacher may also choose to assign parts and act out excerpts from the play.
- If possible, the teacher will alternate reading the play with viewing the play.
- Students, as they read through the play, will complete a plot line that is to be handed in upon completion.
- Students will read the play with a clear voice and with expression modelled by teacher.
- During the reading of the play, the teacher will make an effort to note and discuss with the class any social issues that arise.
- Students will be encouraged to express personal opinions on these social issues.
- At the end of each class, the teacher will provide students with the time to write a journal entry recording a brief personal reflection on any social issue which may have arisen from the reading that class.
- Students will be encouraged to isolate the main conflict in the play.
- Students will be instructed to pay close attention to correct usage of the semi-colon in their entries.
- Students will take the parts of characters in the play and role-play different responses to the conflict.
- Referring to the definition of setting provided in Unit 1, the teacher will discuss the differences between the setting in a story and the setting of a play.
- The teacher will discuss with students how the settings of many situational comedies are similar to the staging or set design of a play.
- The teacher will provide examples from popular sitcoms explaining how these sets are designed for a live audience.
- In small groups, students will list elements of set design that must be included in order to stage the play they have been studying.
- The teacher will provide students with a blank drawing of a stage.
- In small groups, students will illustrate a set design for the play to be submitted.
- The teacher will identify staging techniques and props used in the play.

- The teacher will note stage direction, author's character notes, and setting information included within the text of the play.
- The teacher will note how certain technical terms are directly related to drama such as down stage, up stage, lighting, etc.
- The teacher will put the following chart on the board for students to complete in their notebooks:

Props	**Costumes**	**Special Effect** **(music, sound effects, lighting)**

- The teacher will explain the importance of expression in drama.
- The teacher will review the use of diction from Unit 4 to reveal character and convey emotion.
- The teacher will choose sections or lines of the play that represent a range of emotions (anger, fear, sadness, happiness).
- In small groups, students will read the sections or lines aloud, ensuring the appropriate emotional message is conveyed. Students should be encouraged to convey emotion through words, body language and facial expression.

Assessment/Evaluation Techniques

Formative

- Informal teacher observation (LI1.03P, LI2.01P, LG2.02P)
- Plot-line assignment (LI2.01P)
- Stage-design assignment (L12.01P)
- Collection of student journals (LI1.05P, WR5.13P)

Accommodations

- The teacher may provide alternate modes for reading the play for those students with visual impairment (i.e., audio tapes, Braille).
- The teacher may teach the student who is socially challenged how to initiate, maintain and conclude a conversation.
- The teacher may provide student with an extra book to organize journal entries.
- The teacher may provide student with additional written instructions for journal entries.
- The teacher may collect journal entries on a daily basis in order to provide immediate reinforcement of correct responses and immediate feedback of results wherever possible.
- The teacher may build in opportunities for frequent progress checks with peer or teacher.
- The teacher may involve student in setting goals for work completion.
- The teacher may provide a copy of the stage design.
- The teacher may pair a student with a buddy for the purpose of proofreading journals prior to submitting for evaluation.
- The teacher may prepare a handout of board notes to assist students who have difficulty copying from the board.
- The teacher may provide student with extra time to complete assignments that may otherwise be completed in class, e.g., journal entries and/or reduce the quantity of the assignment, e.g., reduce length requirements of daily journal entries).
- The teacher will use visual aids consistently to support oral messages.
- Student may use desktop publishing programs to produce sets.
- Students can create samples of costumes.

Resources

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*. Canada: Harcourt Brace, 1997. ISBN0-7747-097-8

Dawe, Robert, Barry Duncan, and Wendy Mathieu. *ResourceLines*. Scarborough, Ontario: Prentice Hall Ginn Canada, 1999. ISBN 0-13-012922-4

Frost, Warren. *Steinbeck's The Pearl*. Illinois: The Dramatic Publishing Company. ISBN 0-87129-580-6

Harmon, Nikki. *Murder Most Fouled Up*. ISBN 0-87129-146-1

Hilker, Douglas and Sue Harper. *Elements of English 9*. Toronto: Harcourt Brace Canada, 1999. ISBN 0-7747-0576-0.

Hilker, Douglas, et al. *Transitions*. Toronto: Harcourt Brace Canada, 1999. ISBN 0-7747-0151-X

Luengo, Anthony, ed. *Literature & Media*. Canada: International Thompson Publishing: 1999.

Lundy, Charles J. and David W. Booth. *Interpretation: Working With Scripts*. Don Mills: Academic Press Canada, 1983. ISBN 0-7747-1210-4

Olfson, Lewy. *50 Great Scenes for Student Actors*. Toronto: Bantam Books, 1980.

Salliani, Don and Morine. *Crossroads*. Toronto: Gage, 1999. ISBN 0-7715-1324-0

Schanker, Harry H. and Katherine Ommanney. *The Stage and The School*. New York, New York: McGraw-Hill Inc., 1989. ISBN 0-07-055145-6

Activity 3: Play On...

Time: 300 minutes

Description

In this activity, students will brainstorm experiences from their own lives that would make interesting stories. In pairs, students will then choose one of these topics, develop the idea, and write a draft of a story, working together through the writing process. Afterwards, students will reflect upon how their own experience as people affected their role as author. In so doing, they will be encouraged to examine and reflect upon their personal values, abilities, life choices, and opportunities.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE1d – develop attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
CGE1i – integrate faith with life;
CGE2a – listen actively and critically to understand and learn in light of gospel values;
CGE2b – read, understand, and use written materials effectively;
CGE2c – present information and ideas clearly and honestly and with sensitivity to others;
CGE2d – write and speak fluently one or both of Canada's official languages;
CGE2e – use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life;
CGE3b – create, adapt, evaluate new ideas in light of the common good;
CGE3c – think reflectively and creatively to evaluate situations and solve problems;
CGE3e – adopt a holistic approach to life by integrating learning from various subject areas and experience;
CGE4a – demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
CGE4b – demonstrate flexibility and adaptability;

CGE4d – respond to, manage and constructively influence change in a discerning manner;
CGE4f – apply effective communication, decision-making, problem-solving, time and resource management skills;
CGE4g – examine and reflect on one's personal values, abilities and aspirations influencing life's choices and opportunities;
CGE5a – work effectively as interdependent team member;
CGE5e – respect the rights, responsibilities, and contributions of self and others;
CGE5f – exercise Christian leadership in the achievement of individual and group goals;
CGE5g – achieve excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
CGE7b – accept accountability for one's own actions;

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Overall Expectations
LIV.02P – demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, magazines, and reports;
LIV.03P – identify and explain the effect of specific elements of style in a range of literary and informational texts;
WRV.02P – identify literary and informational forms suited to a variety of purposes and audiences and use the forms appropriately in their own writing, with an emphasis on stating and supporting an opinion;
WRV.03P – use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;
WRV.04P – revise their written work, collaboratively and independently with a focus on support for ideas, accuracy, clarity, and coherence;
WRV.05P – edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate;
LGV.01P – use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences;
LGV.02P – use listening techniques and oral communication skills to participate in classroom discussions and more formal activities such as storytelling, role playing, and reporting/presenting for specific purposes and audiences;
MDV.01P – describe the elements, intended audiences, and production practises of a range of media forms and explain how these factors shape media works.

Specific Expectations
LI1.08P – suggest ways in which an author's experience might influence information and ideas in a text;
LI2.01P – use knowledge of elements of the novel, such as plot and subplot, characterization, setting, conflict, theme, and point of view, to understand and interpret texts in the genre;
WR1.01P – consider potential topics and develop research plans by asking questions and identifying information needs;
WR1.04P – use the information and ideas generated to develop the content of written work;❖
WR2.01P – demonstrate an understanding of literary and informational forms, such as personal essays, dramatizations, descriptions, poems, research reports, newspaper columns or magazine articles, and formal letters, by selecting forms appropriate to different purposes and audiences to use in their own writing;❖
WR2.02P – consider the characteristics of the intended audience in selecting the form and developing the content for each piece of writing;
WR2.03P – select first or third person and an appropriate level of language to suite the form, purpose, and audience of their writing;❖

WR3.02P – use a single, controlling idea and connecting words and phrases to structure a series of paragraphs;
WR3.03P – provide an introduction, body, and conclusion to present information sequentially, support an opinion, or develop an argument in reports and short essays;
WR3.04P – use a pattern such as sequential order, comparison and contrast, or cause and effect to present directions, instructions, and the results of investigations in a clear and logical manner;
WR4.01P – revise drafts to ensure that ideas are adequately developed and supported by relevant details and facts, and to achieve clarity and unity;
WR4.02P – revise drafts to ensure consistency in the use of first or third person and use of an appropriate level of language;
WR4.03P – make constructive suggestions to peers in a writing conference;❖
WR4.04P – consider reactions of teachers, peers, and others in revising and editing written work;
WR5.03P – provide documentation showing their use of the writing process;
WR5.04P – edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below;
WR5.05P – use parts of speech correctly, including the participle;
WR5.06P – construct a variety of complete and correct sentences (including compound-complex sentences), using adjective and adverb phrases and noun, adjective, and adverb clauses;
WR5.07P – identify and correct sentence errors, including comma splices and run-on sentences;
WR5.08P – make collective nouns used as subjects agree with verbs in simple and compound sentences;
WR5.09P – use verb tense and voice;
WR5.10P – use knowledge of a wide range of spelling patterns, rules and strategies to analyse and correct spelling errors;
WR5.11P – spell specific historical and technical terms correctly;
WR5.12P – use a variety of resources to correct errors in spelling;
WR5.13P – use punctuation correctly, including the semicolon;
LG1.03P – modify their vocabulary and phrasing in oral and written work to suit specific informal and formal situations;
LG1.04P – identify when it is appropriate to use slang, dialect, colloquialisms, idioms, acronyms, technical terminology, and standard Canadian English in oral and written work;
LG1.05P – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:

- parts of speech, including participles;
- types of sentences, including compound-complex sentences;
- components of sentences, including adjective and adverb phrases, noun, adjective, and adverb clauses
- agreement between subject and verb, and between pronoun and antecedent;
- consistency of verb tense and voice;

LG1.07P – recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:

- spelling, historical and technical terms;
- capitalization of proper nouns, and in scripts, dialogue, and poetry;
- punctuation, including semicolon;

LG2.01P – use listening techniques and oral communication skills to participate in group discussions;
MD1.02P – identify key elements and techniques used to create media works in a variety of forms;
MD1.03P – analyse the elements of media works in order to explain the reactions of different audiences to the works;

MD2.01P – adapt an idea or theme from a work of literature for presentation in another media form and determine what aspects have been weakened and/or strengthened by the adaptation;❖
MD2.03P – design media works appropriate to different audiences and explain which elements will make a work appeal to a particular audience.

Planning Notes

- The short story topics could be generated during the short fiction unit as a pre-writing exercise.
- The teacher may choose one or both of the writing wrap-up tasks in this activity.
- The teacher may prepare a list of appropriate social issues to be used as a resource during the brainstorming process with the students.
- The teacher may ask the school Chaplain or a Parish Priest to visit class as a guess speaker to address the various social issues which arise during the activity.
- The teacher could invite an author to visit the class as a guest speaker to discuss the way in which personal experiences have shaped his/her writing.

Prior Knowledge Required

- Brainstorming procedures;
- Expectations for small group work;
- Plot lines and structure of the short story as addressed in Unit 1;
- Stages of the writing process;
- Elements of Drama as studied in Activity 2.

Teaching/Learning Strategies

- The teacher will brainstorm social issues arising from the play as well as social issues not raised in the play. During this process, students will refer to their journals for social issues.
- The teacher will record this list of social issues on the chalkboard.
- Students will record the list of social issues into their notebooks.
- The teacher will facilitate a brainstorming exercise with students, writing on board a list of experiences from the students' own lives that might make for interesting short stories, and would have good potential for dramatization. If necessary, the teacher might prompt students with examples, including: birth of a sibling, getting driver's license, first job, parent/family conflict, going on a date, saving money for an expensive item/trip, etc.
- The teacher will devise a strategy to arrange students into groups of four taking into consideration special needs, learning abilities, etc.
- In their groups, students will select a social issue and match it with a personal experience.
- The group will combine these two choices and will develop and submit a plot line outlining the events of a story concerning their chosen topic (see Appendix J for sample checklist).
- In developing this plotline, the group must ensure that the outline addresses the way in which the social issue arises in the personal experience.
- With their plot line as a guide, the groups will continue to develop their chosen topic into a story, following the editing process carefully, with special focus on their use of the semi-colon.
- The teacher could take the class to a computer lab to facilitate the production of the short story using a word-processing program.
- After the group has completed the writing of the short story, students will write one paragraph evaluating how their personal experiences shaped their role as author in producing the short story. In this paragraph, the student will also comment on how the social issue reflects Christian values (see Appendix K for sample rubric).

Assessment/Evaluation Techniques

Formative

- Plot line checklist (LI2.01P, WR2.01P, WR3.03P, WR3.04P, LG2.01P)
- Self- and peer evaluation of writing process (WR4.01P-.04P, WR5.03P-13P)
- Completion of Media Chart (MD1.02P, MD2.01P)

Summative

- Rubric for author paragraph in Appendix K (LI1.08P, WR2.03P, WR2.03P, WR4.01P-.04P, WR5.03P-13P)

Accommodations

- Topics for short story could be given to students.
- Students could work in larger groups or individually, as necessary.
- Students with visual impairment and those who experience difficulties taking notes from the board could be provided with a print copy of these notes or could be permitted to tape notes instead of writing them, for later review.
- Students who have difficulty keeping on task could have their progress checked more frequently by the teacher.
- Students who have difficulty working in groups could be provided with specific tasks to complete for the group and be permitted to work individually on these tasks.
- Students who have organizational difficulties could be provided with more specific deadlines throughout the process.
- Students who experience difficulties in becoming motivated for this task could be involved in setting goals for work completion.
- Students who have difficulties following the writing process could be provided with additional written directions to encourage the use of a variety of pre-writing and organizational strategies, e.g., conferences, brainstorming, illustrating, tape recording, mapping, outlining.

Resources

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*. Canada: Harcourt Brace, 1997. ISBN0-7747-097-8

Dawe, Robert, Barry Duncan, and Wendy Mathieu. *ResourceLines 9/10*. Scarborough: Prentice Hall Ginn, 1999. ISBN 0-13-012922-4.

Appendices

Checklist for plot line (Appendix J)
Rubric for "author" paragraph (Appendix K)

Activity 4: The Script's The Thing

Time: 300 minutes

Description

In this activity students will manipulate drama elements formerly taught in this unit to produce a script designed from a previously written student short story. Through this process students will be challenged to exercise Christian leadership in the achievement of individual and group goals. The script produced from this activity will be used in a later activity.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE1d – develop attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
CGE2b – reads understand and use written materials effectively;
CGE2c – present information and ideas clearly and honestly and with sensitivity to others;
CGE2d – write and speak fluently one or both of Canada's official languages;
CGE3b – create, adapt, and evaluate new ideas in light of the common good;
CGE3c – think reflectively and creatively to evaluate situations and solve problems;
CGE4a – demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
CGE4b – demonstrate flexibility and adaptability;
CGE4c – take initiative and demonstrates Christian leadership;
CGE4d – respond to, manages and constructively influences change in a discerning manner;
CGE4e – sets appropriate goals and priorities in school, work, and personal life;
CGE4f – apply effective communication, decision-making, problem-solving, time and resource management skills;
CGE5a – work effectively as interdependent team member;
CGE5c – develop one's God-given potential and make a meaningful contribution so society;
CGE5d – find meaning, dignity, fulfillment and vocation in work which contributes to the common good;
CGE5e – respect the rights, responsibilities, and contributions of self and others;
CGE5f – exercise Christian leadership in the achievement of individual and group goals;
CGE5g – achieve excellence, originality, and integrity in one's own work and support these qualities in the work of others;
CGE7b – accept accountability for one's own actions;
CGE7j – contribute to the common good.

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Overall Expectations

LIV.01P – read and demonstrate an understanding of a range of literary and informational texts;
LIV.02P – demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, magazines, and reports;
WRV.03P – use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;
WRV.04P – revise their written work, collaboratively and independently with a focus on support for ideas, accuracy, clarity, and coherence;
WRV.05P – edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate;
LGV.01P – use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences;

LGV.02P – use listening techniques and oral communication skills to participate in classroom discussions and more formal activities such as storytelling, role playing, and reporting/presenting for specific purposes and audiences;

MDV.02P – use knowledge of a range of media forms, purposes, and audiences to create media works and explain their intended effects.

Specific Expectations

LI1.02P – select and read texts for a variety of purposes, with an emphasis on extending knowledge of the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and relating literary experiences to personal experience;

LI2.01P – use knowledge of elements of the novel, such as plot and subplot, characterization, setting, conflict, theme, and point of view, to understand and interpret texts in the genre;

WR1.04P – use the information and ideas generated to develop the content of written work;❖

WR2.01P – demonstrate an understanding of literary and informational forms, such as personal essays, dramatizations, descriptions, poems, research reports, newspaper columns or magazine articles, and formal letters, by selecting forms appropriate to different purposes and audiences to use in their own writing;

WR2.02P – consider the characteristics of the intended audience in selecting the form and developing the content for each piece of writing;❖

WR3.04P – use a pattern such as sequential order, comparison and contrast, or cause and effect to present directions, instructions, and the results of investigations in a clear and logical manner;

WR4.01P – revise drafts to ensure that ideas are adequately developed and supported by relevant details and facts, and to achieve clarity and unity;

WR4.04P – consider reactions of teachers, peers, and others in revising and editing written work;

WR5.04P – edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below;

WR5.05P – use parts of speech correctly, including the participle;

WR5.13P – use punctuation correctly, including the semicolon;❖

LG1.02P – use appropriate concrete and figurative language from a variety of sources to make their speech and writing vivid, precise, and interesting to its intended audience;❖

LG1.05P – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:

- parts of speech, including participles;
- types of sentences, including compound-complex sentences;
- components of sentences, including adjective and adverb phrases, noun, adjective, and adverb clauses;
- agreement between subject and verb, and between pronoun and antecedent;
- consistency of verb tense and voice;

LG1.07P – recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:

- spelling, historical and technical terms;
- capitalization of proper nouns, and in scripts, dialogue, and poetry;
- punctuation, including semicolon;

LG2.01P – use listening techniques and oral communication skills to participate in group discussions;

MD2.01P – adapt an idea or theme from a work of literature for presentation in another media form and determine what aspects have been weakened and/or strengthened by the adaptation.❖

Planning Notes

- The teacher will prepare and photocopy a class set of assignment outlines.
- The teacher will photocopy a class set of summative assessment rubrics (see Appendix L).
- The teacher will prepare a checklist to record group progress through the process.
- The teacher will organize the room suitable for group work.
- The teacher could invite guest speakers to come to class to speak to the class about the specific conventions of the various media students could use to adapt their short stories.
- The teacher could organize the use of a computer lab in order that groups could produce their scripts on a word-processing program.
- The teacher must make links between the creation of the script and the forms and devices studied in Activity 1. In addition, the teacher will make links between the chosen vehicle for the students' script, e.g., video, situation comedy etc. and the elements of media studied in Unit 3.
- The teacher must ensure that students have the opportunity to discuss the issues and conflicts portrayed in their stories and scripts.

Prior Knowledge Required

- Students will know the rules for using the semi-colon.
- Students will know the elements of a script.
- Students will know the basic elements of plot.
- Students will understand the way a rubric is used to assess work.

Teaching/Learning Strategies

- The teacher will instruct students to return to the groups organized for the writing of the short stories produced in the previous activity.
- Each group will use their previously written short story as the primary source for this activity.
- The teacher and students will brainstorm a list of different script formats, e.g., soap opera, music video, commercial, or sitcom, that students will copy into their notebooks.
- Each group will select three or four formats that could be used to adapt their short story.
- The teacher will place the following chart on the board:

Personal Experience	Social Issue	Medium	Strength of Medium	Weakness of Medium

- Using these chart headings, students will examine the various mediums through which the story created in Activity 3 could be produced. In this process, the group will assess the strengths in each format and will select the one best suited to their short story. The teachers will make links between the various mediums chosen and the media forms studied in Unit 3.
- Groups, using the assignment sheet distributed by the teacher as a guideline, will adapt their group short story into a new medium.
- While adapting the short story, groups will be expected to consider the conventions of the medium selected.
- The teacher will distribute and explain the summative assessment rubric to be used for this activity (see Appendix L).
- The teacher will provide groups with deadlines for key stages of the process to be completed (i.e., brainstorming of ideas, point form outline, first draft, finished product).
- In their groups, students will adapt their short stories into the script appropriate to the medium selected.

- The teacher will use a checklist to record successful completion of each stage by the groups on the time outlined in deadlines.
- The teacher will circulate around the room assisting groups wherever required by providing encouragement, listening to ideas, asking questions which lead students to think about their product, reading portions of the scripts and providing editorial advice.
- When common problems arise, the teacher will stop the group work to address the class as a whole.
- At the end of this activity, the teacher will collect the group script (as well as the original short story upon which the script is based) for assessment using the previously distributed rubric (see Appendix L).

Assessment/Evaluation Techniques

Formative

- Checklist of group completion of stages in the writing process (i.e., brainstorming, point form, outline, first draft, finished product) (WR3.04P, WR4.01P)

Summative

- Assessment of group script (and short story upon which script was based) using rubric (see Appendix L) (LI2.01P, WR1.04P, WR2.01P, WR2.02P, WR5.05P, WR5.13P, LG1.05P, LG1.07P, MD2.01P)

Accommodations

- The teacher will formulate heterogeneous groups.
- The teacher will keep a checklist of individual student participation in the group work to motivate some students.
- The teacher will distribute a basic outline of a script that students could then use as a template.
- The teacher will provide additional time for completion.
- The teacher will relax some of the parameters of the requirements to permit some groups more latitude in creativity and originality.
- Students who have difficulty following a specific process will be given additional strategies to assist the students in moving through the process.

Resources

Checklist to record group progress

Gregory, Kathleen, Caren Cameron, and Anne Davies. *Setting and Using Criteria*. Merville, British Columbia; Connections Publishing, 1997. ISBN0-9682160-1-3

Schanker, Harry and Katherine Ommanney. *The Stage and the School.*

Appendices

The Script's The Thing Rubric (Appendix L)

Activity 5: All Your World's A Stage...

Time: 300 Minutes

Description

In this activity, students will rehearse and present or produce the script created in the previous activity. Through a structured process, students will honestly and sensitively share feedback on rehearsals and collaborate to adapt new ideas and develop strategies for improvement. Peer and self-evaluation will give students the opportunity to analyse their own and others' dramatic performances to identify strengths and weaknesses. In their final performances, students will demonstrate their ability to adapt vocabulary, body language, and methods of delivery to suit their audience and purpose.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2b – read, understand, and use written materials effectively;
CGE2c – present information and ideas clearly and honestly and with sensitivity to others;
CGE2d – write and speak fluently one or both of Canada's official languages;
CGE3b – create, adapts, and evaluate new ideas in light of the common good;
CGE3c – think reflectively and creatively to evaluate situations and solve problems;
CGE4a – demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
CGE4b – demonstrate flexibility and adaptability;
CGE4d – respond to, manages and constructively influences change in a discerning manner;
CGE4f – apply effective communication, decision-making, problem-solving, time and resource management skills;
CGE5a – work effectively as interdependent team member;
CGE5e – respect the rights, responsibilities, and contributions of self and others;
CGE5g – achieve excellence, originality, and integrity in one's own work and support these qualities in the work of others;

Strand(s): Writing, Language

Overall Expectations

WRV.02P – identify literary and informational forms suited to a variety of purposes and audiences and use the forms appropriately in their own writing, with an emphasis on stating and supporting an opinion;
WRV.04P – revise their written work, collaboratively and independently with a focus on support for ideas, accuracy, clarity, and coherence;
LGV.01P – use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences;
LGV.02P – use listening techniques and oral communication skills to participate in classroom discussions and more formal activities such as storytelling, role playing, and reporting/presenting for specific purposes and audiences.

Specific Expectations

WR2.01P – demonstrate an understanding of literary and informational forms, such as personal essays, dramatizations, descriptions, poems, research reports, newspaper columns or magazine articles, and formal letters, by selecting forms appropriate to different purposes and audiences to use in their own writing;
WR2.02P – consider the characteristics of the intended audience in selecting the form and developing the content for each piece of writing;❖
WR2.03P – select first or third person and an appropriate level of language to suite the form, purpose, and audience of their writing;
WR4.04P – consider reactions of teachers, peers, and others in revising and editing written work;

LG1.02P – writing vivid, precise, and interesting to its intended audience;
LG1.03P – modify their vocabulary and phrasing in oral and written work to suit specific informal and formal situations;❖
LG1.04P – identify when it is appropriate to use slang, dialect, colloquialisms, idioms, acronyms, technical terminology, and standard Canadian English in oral and written work;
LG1.05P) – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:

- parts of speech, including participles;
- types of sentences, including compound-complex sentences;
- components of sentences, including adjective and adverb phrases, noun, adjective, and adverb clauses;
- agreement between subject and verb, and between pronoun and antecedent;
- consistency of verb tense and voice

LG1.06P – recognize, describe, and correct sentence errors in oral and written language;❖
LG1.07P – recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:

- spelling, historical and technical terms;
- capitalization of proper nouns, and in scripts, dialogue, and poetry;
- punctuation, including semicolon;

LG2.01P – use listening techniques and oral communication skills to participate in group discussions;
LG2.02P – use techniques of effective listening;❖
LG2.03P – plan and make oral presentations, adapting vocabulary and methods of delivery to suit audience and purpose;❖
LG2.04P – use specific examples, facial expressions and body language, emotional appeals, and visual aids and technology, as appropriate to engage the audience's interest during oral presentations;❖
LG2.05P – rehearse with peers (with visual aids and technology, if used), study audio- and videotaped rehearsals, use voice and relaxation exercises, and make modifications in response to constructive criticism to ensure confident delivery in oral presentations;❖
LG2.07P – analyse their own and others' oral presentations, identifying strengths and weaknesses and developing and carrying out plans for improvement.

Planning Notes

- The teacher will make copies of rubric (see Appendix M) to outline and reiterate expectations for performance before and during rehearsal.
- The teacher will modify this rubric for use by students to use for peer assessment during performances.
- In order to maximize students' chances for success, the teacher should schedule their rehearsal and performance days separately to give students time to memorize their lines and rehearse outside class time.
- The teacher could proceed into the activities of the next unit and then return to this activity for final performances.
- Throughout this unit, the teacher will make connections between the performance skills required for this activity and the skills necessary in the workplace, for a job interview, presentation, etc.
- The teacher may wish to book an alternate location in the school for final performances if one is available, e.g., stage, drama classroom, etc.
- Prior to starting rehearsals, students will discuss responsibilities with their group members regarding props, costumes, set design, etc.
- The teacher will organize the booking of audio-visual material needed for the production of the scripts into the medium selected by each group, e.g., camera, tape recorder, etc.

Prior Knowledge Required

- Students will have studied the elements of short plays including plot, setting, character, conflict, mood, and theme previously in this unit and in ENG1D or ENG1P.
- Students will be aware of expectations for group and oral work from previous activities and courses.

Teacher/Learning Strategies

Part One: Rehearsals

- The teacher will instruct each group to prepare a contract that delineates the responsibilities of each group member. These responsibilities may include acting, operating the camera, costume design, etc. Each group member will sign the contract and submit it to the teacher for final approval.
- The teacher will review expectations for dramatic performance by distributing and discussing summative assessment rubric (see Appendix M).
- The teacher will explain and have students copy into their notebooks a Rehearsal Feedback form:

Observations		**Strategies to Improve Performance**
Strengths	**Weaknesses**	

- The teacher will instruct students to prepare cue cards as a tool to help them memorize their lines.
- Students will conduct the first rehearsal of their script as a group.
- Students will discuss the way in which the various conventions of their chosen medium can be incorporated into the final oral product.
- After their initial rehearsal, students will record their individual observations and feedback on the Rehearsal Feedback form.
- As a group, students will share their observations and record any improvements or strategies for the next rehearsal, conferencing with teacher as needed.
- Students will conduct successive rehearsals as necessary, implementing strategies for improvement.
- During rehearsal process, teacher will circulate to provide feedback, assess collaborative work skills, encourage achievement of expectations for performance, and check completion of rehearsal feedback forms.

Part Two: Final Production

- Students will perform or present their script to the class.
- Students in the "audience" will complete peer assessments of the productions using a modified version of the assessment rubric given at the start of the activity.
- The teacher will assess each production through the rubric in Appendix M.
- Students should submit a self-evaluation of their group's production.

Assessment/Evaluation Techniques

Formative

- Completion of Rehearsal Feedback form during rehearsal(s) (LG2.01P-02P, LG2.05P, LG2.07P)
- Teacher assessment of collaborative skills and feedback process during rehearsal (LG2.01P-02P, LG2.05P, LG2.07P)
- Peer and self-assessment of final performances (LG2.07P)

Summative

- Teacher assessment of dramatic presentation using rubric in Appendix M (WR2.01P-03P, LG1.02P-07P, LG2.03P-04P)

Accommodations

- Dramatic roles could be assigned by teacher to ensure each student's success.
- Students who have difficulty focussing during presentations will be provided preferential seating as necessary to assist with focussing and maintaining attention.
- Students who are noticeably withdrawn and particularly apprehensive about presenting in front of the class could be permitted to present their script only to the teacher.
- Students may choose to extend their performances by using alternative media, additional props, etc.

Resources

copies of assessment rubric from Appendix M
audio-visual equipment, e.g., video camera, VCR, audiocassette recorder

Appendices

Sample Rubric for Dramatic Presentation (Appendix M)

Appendix J

Plot Line Checklist

Criteria	Yes	No
Does plot line begin with an introduction that identifies setting, main characters and initial conflict?		
Does rising action prompt reader to ask questions?		
Does the climax appear to be the height of suspense?		
Does falling action offer answers to questions raised in the rising action?		
Does conclusion identify the theme of the story?		

Comments:

Appendix K

Sample Author Paragraph Rubric

Categories	Level 1 (50-59 %) Limited	Level 2 (60-69 %) Some	Level 3 (70-79 %) Considerable	Level 4 (80-100 %) Thorough
Thinking/Inquiry Does student suggest ways in which an author's experiences might influence ideas and information in a text?	- uses critical and creative thinking skills with limited effectiveness	- uses critical and creative thinking skills with moderate effectiveness	- uses critical and creative thinking skills with considerable effectiveness	- uses critical and creative thinking skills with a high degree of effectiveness
Communication Does student describe ways in which their own experiences might influence information and ideas in a text?	- provides explanations with limited clarity	- provides explanations with partial clarity	- provides explanations with consistent or nearly complete clarity	- provides explanations with complete clarity
Application Does student apply language conventions as studied?	- uses the required language conventions with limited accuracy and effectiveness	- uses the required language conventions with some accuracy and effectiveness	- uses the required language conventions with considerable accuracy and effectiveness	- uses the required language conventions accurately and effectively all or almost all of the time

Comments:

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix L

The Script's the Thing Rubric

Categories	Level 1 (50-59 %) Limited	Level 2 (60-69 %) Some	Level 3 (70-79 %) Considerable	Level 4 (80-100 %) Thorough
KNOWLEDGE - elements of the plot- elements of the script	- demonstrates limited knowledge of the elements of plot - demonstrates limited knowledge of the elements of the script	- demonstrates some knowledge of the elements of plot - demonstrates some knowledge of the elements of the script	- demonstrates considerable knowledge of the elements of plot - demonstrates considerable knowledge of the elements of the script.	- demonstrates thorough knowledge of the elements of the script - demonstrates thorough knowledge of the elements of the script
THINKING/ INQUIRY - creative thinking skills - creative organizational skills	- demonstrates limited ability to think creatively to produce an original and imaginative script - demonstrates limited ability to manipulate organization of ideas creatively	- demonstrates some ability to think creatively to produce an original and imaginative script - demonstrates some ability to manipulate organization of ideas creatively	- demonstrates considerable ability to think creatively to produce an original and imaginative script - demonstrates considerable ability to manipulate organization of ideas creatively	- demonstrates thorough ability to think creatively to produce an original and imaginative script - demonstrates thorough ability to manipulate organization of ideas creatively
COMMUNICATION - communication of ideas logically and appropriate to form - communication of ideas appropriate to audience	- demonstrates limited ability to communicate material logically and appropriate to form - demonstrates limited ability to communicate ideas appropriate to audience	- demonstrates some ability to communicate material logically and appropriate to form - demonstrates some ability to communicate ideas appropriate to audience	- demonstrates considerable ability to communicate material logically and appropriate to form - demonstrates considerable ability to communicate ideas appropriate to audience	- demonstrates thorough ability to communicate material logically and appropriate to form - demonstrates thorough ability to communicate ideas appropriate to audience
APPLICATION - application of standard language conventions (especially use of the semi-colon) - application of elements of plot- application of elements of the script - application of ideas from short story to script	- demonstrates limited ability to apply standard language conventions (especially the semi-colon) - demonstrates limited ability to apply elements of the plot - demonstrates limited ability to apply elements of the script - demonstrates limited ability to adapt short story material into script	- demonstrates some ability to apply standard language conventions (especially the semi-colon) - demonstrates some ability to apply elements of the plot - demonstrates some ability to apply elements of the script - demonstrates some ability to adapt short story material into script	- demonstrates considerable ability to apply standard language conventions (especially the semi-colon) - demonstrates considerable ability to apply elements of the plot - demonstrates considerable ability to apply elements of the script - demonstrates considerable ability to adapt short story material into script	- demonstrates thorough ability to apply standard language conventions (especially the semi-colon) - demonstrates thorough ability to apply elements of the plot - demonstrates thorough ability to apply elements of the script - demonstrates thorough ability to adapt short story material into script

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix M

Sample Rubric for Dramatic Production

The following rubric has been designed for Unit 5, Activity 5. It could be modified for peer and self-assessment as well as other oral and dramatic work throughout the course.

Assessment Criteria:

Categories	Level One (50-59%)	Level Two (60-69%)	Level Three (70-79%)	Level Four (80-100%)
Knowledge/ Understanding - knowledge of dramatic forms and conventions - understanding of use and effects of dramatic elements	- shows limited knowledge of forms and conventions - shows limited understanding of dramatic elements	- shows some knowledge of forms and conventions - shows some understanding of dramatic elements	- shows considerable knowledge of forms and conventions - shows considerable understanding of dramatic elements	- shows thorough knowledge of forms and conventions - shows thorough understanding of dramatic elements
Thinking/Inquiry - uses creative thinking and problem-solving skills in preparing and presenting dramatization	- uses creative thinking and problem-solving skills with limited effectiveness	- uses creative thinking and problem-solving skills with some effectiveness	- uses creative thinking and problem-solving skills with considerable effectiveness	- uses creative thinking and problem-solving skills with a high degree of effectiveness
Communication - communicates clearly and appropriately for audience and purpose - communicates effectively using dramatic conventions	- communicates for audience and purpose with limited clarity and appropriateness - uses dramatic conventions with limited effectiveness	- communicates for audience and purpose with some clarity and appropriateness - uses dramatic conventions with some effectiveness	- communicates for audience and purpose with considerable clarity and appropriateness - uses dramatic conventions with considerable effectiveness	- communicates for audience and purpose clearly and appropriately - uses dramatic conventions with a high degree of effectiveness
Application - correct application of language conventions - correct application of dramatic conventions and techniques	- applies language conventions with limited accuracy and effectiveness - applies dramatic conventions with limited effectiveness	- applies language conventions with some accuracy and effectiveness - applies dramatic conventions with some effectiveness	- applies language conventions with considerable accuracy and effectiveness - applies dramatic conventions with considerable effectiveness	- applies language conventions accurately and effectively - applies dramatic conventions effectively

Appendix M (Continued)

Student Evaluation:

Category/Student	**Student 1**	**Student 2**	**Student 3**	**Student 4**
Knowledge/ Understanding				
Thinking/Inquiry				
Communication				
Application				

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix N

Culminating Activity: Bringing It All Together: A Social Justice Reflection
Time: 15 hours

Description
This cumulative activity gives students the opportunity to demonstrate their understanding of the overall expectations of this course in the context of social justice issues. In the culminating activity, students will examine social justice issues from the perspective of specific characters found in literature studied in this course. They will express their ideas on one of these issues clearly, honestly, and sensitively in a chosen writing form. This will encourage students to develop attitudes and values founded on Catholic social teaching.

Strand(s) and Expectations
Ontario Catholic School Graduate Expectations
CGE1d – develop attitude and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
CGE2b – read, understand, and use written materials effectively;
CGE2c – present information and ideas clearly and honestly and with sensitivity to others;
CGE2d – write and speak fluently one or both of Canada's official languages;
CGE3b – create, adapt, and evaluate new ideas in light of the common good;
CGE3c – think reflectively and creatively to evaluate situations and solve problems;
CGE3d – make decisions in light of gospel values with an informed moral conscience;
CGE4a – demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
CGE4b – demonstrate flexibility and adaptability;
CGE4c – take initiative and demonstrate Christian leadership;
CGE4d – respond to, manage, and constructively influence change in a discerning manner;
CGE4g – examine and reflect on one's personal values, abilities and aspirations influencing life's choices and opportunities;
CGE5a – work effectively as interdependent team member;
CGE5c – develop one's God-given potential and make a meaningful contribution to society;
CGE5e – respect the rights, responsibilities, and contributions of self and others;
CGE5f – exercise Christian leadership in the achievement of individual and group goals;
CGE5g – achieve excellence, originality, and integrity in one's own work and support these qualities in the work of others;
CGE7j – contribute to the common good.

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Overall Expectations
LIV.01P – read and demonstrate an understanding of a range of literary and informational texts;
demonstrate an understanding of the elements of a range of literary and informational forms, with a focus
LIV.02P – on novels, poems, magazines, and reports;
WRV.01P – use a variety of print and electronic sources to gather information and explore ideas for their written work;
WRV.02P – identify literary and informational forms suited to a variety of purposes and audiences and use the forms appropriately in their own writing, with an emphasis on stating and supporting an opinion;

WRV.03P – use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;
WRV.04P – revise their written work, collaboratively and independently with a focus on support for ideas, accuracy, clarity, and coherence;
WRV.05P – edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate;
LGV.01P – use knowledge of vocabulary and language conventions to speak, read, and write clearly, correctly, and competently for specific purposes and audiences;
LGV.02P – use listening techniques and oral communication skills to participate in classroom discussions and more formal activities such as storytelling, role playing, and reporting/presenting for specific purposes and audiences;
MDV.02P – use knowledge of a range of media forms, purposes, and audiences to create media works and explain their intended effects;
MDV.01P – describe the elements, intended audiences, and production practises of a range of media forms and explain how these factors shape media works.

Planning Notes

- As this unit is intended to be a culminating activity, it addresses students' understanding of the overall expectations in this course.
- The unit is broken down into six parts to assist teachers in planning. Opportunities exist for the teacher to modify the activities, e.g., group work activities could be changed to individual activities.
- Part F of this activity allots time for examination review. Teachers may choose to distribute this time during the course of the other activities. For instance, they may wish to use one period of review to allow students an additional day to prepare before formal oral presentations.
- Before starting this activity, teacher will need to find a recent news item that reflects an issue presented previously in the course, e.g., recent example of prejudice in the community. This item should be relevant and accessible to the students in their class.
- The teacher will prepare a set of "character-issue cards". Each card will contain the following information:
  (a) the name of a significant character from a work studied in the course
  (b) a social justice issue relevant to the character, e.g., Holden Caulfield – hypocrisy
- In preparing the cards, the teacher ensures that each social justice issue is assigned to at least two characters.
- The teacher must ensure that the social justice issue assigned to each character, as much as possible, is one that has already been covered in relation to the text.
- The teacher will create a list of the character pairings to be used in Part Two of this activity.
- Students may have difficulty separating their views from those of the characters they have chosen. The teacher will need to guide students in this process.
- Sample general rubrics have been provided for both the written and oral components of this activity. The teacher should, as much as possible, involve students when finalizing the requirements for Level 3 and 4 work in their specific projects.
- At the start of each class, teacher should review the expectations for collaborative and/or independent work that are being assessed.
- The school chaplain, local clergy, and teacher-librarian are excellent resources for this activity and could be invited to participate in the audience during oral presentations.

- Wherever possible, students should be encouraged to use available technology in their creative process, e.g., videotaping, word processing, desktop publishing, multimedia software, etc.
- Daily reading and writing provide an excellent opportunity for students to develop comprehension and writing skills. It also provides students with an opportunity to express opinions, develop ideas, and practise reading and writing skills. Teachers should choose to include these activities in the regular routine of the classroom.
- The teacher will be sensitive to students with special needs. They will consult Individual Education Plans to make modifications and accommodations that will maximize opportunities for students' success.

Prior Knowledge Required

- Students will know what is meant by a social justice issue.
- Students will know proper usage of subject/verb agreement; adjective and adverb phrase; adjective, adverb, and noun clause; participle; and semi-colon.
- Students will understand the expectations of both collaborative and independent work.
- Students will have knowledge of expectations addressed in Units 1-5.

Teaching/Learning Strategies

Parts (Time + Sequence)

Part A	Selecting an Issue	75 minutes
Part B	Examining the Issues	75 minutes
Part C	Talking It Out	75 minutes
Part D	Putting It Together	150 minutes
Part E	Presenting	150 minutes
Part F	Writing It Down	225 minutes
Part G	Summing It Up	150 minutes

Part A: Selecting an Issue (75 minutes)

- The teacher will provide students with a copy of a news publication (newspaper, magazine, radio, Internet or television) that pertains to a social justice issue(s) previously discussed in the course.
- Students will read, listen to or view the news item as a class or individually (at teacher discretion).
- The teacher will lead a discussion to clarify the content of the news item and to explore the social justice issue(s) presented.
- The teacher will allow students to express their views on the issue(s) presented.
- The teacher will lead the class in an examination of the way in which the news publication manipulates the presentation of the social justice issue(s).
- The teacher will lead the class in a discussion intended to help students make the connection between the social justice issue(s) presented in the news publication and the literature studied in the course.
- Students will brainstorm social justice issue(s) presented in the literature studied in this course.
- The teacher will record list on the board for students to copy into their notebooks.
- The teacher will ask students to consider how various characters from the literature studied in the course reacted to the social justice issue(s) with which they were confronted.

- The teacher will then attempt to get students to apply their understanding of character by evaluating the way in which the characters would react to the social justice issue(s) presented in the news publication viewed and examined at the beginning of this activity. In each case, students will be encouraged to provide evidence from the literature to support their analysis. The purpose of this exercise is to encourage students to demonstrate a clear understanding of the characters from the literature studied in the course as well as a clear understanding of the social justice issue as it relates to students' lives and the Church.
- The teacher will extend students' ideas by pointing out characters with opposing and/or similar viewpoints.

Part B: Examining the Issues (75 minutes)

- The teacher will explain the sequence and expectations for this culminating activity to give students a context for their research and group work, (e.g., research one character's viewpoint on an assigned issue and create a forum through which they will share/debate this viewpoint).
- Each student will select a character-issue card.
- The teacher will instruct students to research their character's traits by using both the text and course notes, e.g., character profile charts.
- Students will use this character information to determine their character's opinion on the assigned issue.
- If the issue is one the character actually addressed in the book, the student will review the text to find evidence to illustrate the character's position on the issue.
- If the issue is one that has not already been addressed by the character in the book, the student will review the text to find detail that could suggest the way in which the character would respond to the issue.
- Students will document all evidence by writing specific quotes and citing page references.
- The teacher will circulate the room during this portion of the activity providing students with direction, clarification, and feedback.

Part C: Talking it Out (75 minutes)

- The teacher will put the following Character Issue Chart on the board for students to copy and use in this activity.

Character Name/Issue	Similarities	Differences

- The teacher will divide students into pairs according to characters addressing the same issues.
- Students, in their pairs, will compare their characters' views on the issue by completing their Character Issue Chart that outlines the similarities and differences between the character's opinions on the issue.
- At the end of the pair discussion, the students will conclude whether or not their characters agree on the issue.
- Students will submit one copy of their chart along with the conclusion, e.g., whether or not characters agree on the issue.
- Toward the end of class, the teacher will facilitate a "wrap-up" discussion where students may share the high points of their comparisons.
- The teacher will review the charts and assess the appropriateness of each group's decision.
- The teacher will provide written feedback on each chart.

Part D: Putting It All Together (150 minutes)

- The teacher will return charts to each group and conference with students who need more guidance with their comparisons, evidence and/or conclusions.
- The teacher will distribute the oral presentation assignment sheet and rubric (Appendices N-3 and N-4) to review the expectations and requirements of the oral component of this activity.
- Students may choose to complete this assignment individually or in pairs.
- Students who wish to work individually will need to research independently an additional character and/or issue.
- The teacher will instruct students to fill in the "Presentation Contract" referred to on the "Presentation Outline" and design an oral presentation through which their characters will present their viewpoints (see Appendix N-3). For example:
  - a public service announcement on the issue
  - radio or television debate
  - talk show discussion
  - news magazine interview
  - conversation/dialogue between characters over dinner
  - peer mediation session
  - counselling session
- Prior to students' preparation of the oral presentation, the teacher will take some time to review the news publications examined at the beginning of the activity.
- The teacher will help students brainstorm techniques displayed in the news publication that then could be used in their presentation.
- Students will begin to work on preparing their oral presentation.
- The teacher may allow students to videotape their oral presentation or deliver it to a reduced audience to alleviate excessive anxiety.
- The teacher will circulate to monitor group and individual work while providing clarification, assistance and encouragement as warranted.
- At the end of preparing their oral presentation, individual students or pairs will be required to submit a one-page outline.
- The teacher will review these outlines prior to student presentations and note any students who require additional conferencing.

Part E: Presenting (150 minutes)

- Prior to student presentations, the teacher will distribute and explain the expectations and requirements for the student writing assignment (Appendix N-1 and N-2).
- The teacher will review the assessment rubric for the oral presentation with students prior to starting presentations and remind students of expected behaviour while in the audience.
- The teacher will emphasize the importance of paying attention to presentations and taking detailed notes for use in their writing assignment.
- The teacher may provide an outline to assist students in organizing and focussing their note taking.
- Students will present their product to the class.
- Students in the audience will take detailed notes during each presentation.
- After each presentation, the teacher will facilitate any spontaneous or necessary discussion of the information presented.
- The teacher will assess the presentations using the presentation assessment rubric. (See Appendix N-4.)

Part F: Writing It Down (225 minutes)

- The teacher will review the expectations and requirements of the student writing assignment as outlined on the assignment sheet and rubric distributed earlier (Appendices N-1 and N-2).
- Students will complete this assignment individually.
- The teacher will instruct students to choose a writing assignment from the list provided or propose an alternative writing assignment that meets the requirements of the assignment, (e.g., minimum number of connecting paragraphs, comparison/contrast, detailed support of ideas, etc.).
- The teacher will remind students that their writing assignment is to demonstrate what they have learned about an issue and/or characters from a presentation other than their own.
- Reviewing their notes, students will select one of the issues about which they feel strongly.
- Students will select from the following list of possible writing assignments or propose an alternative to be approved by the teacher:
    - letter on the issue (to the editor of a publication, an appropriate business or organization)
    - comparison/contrast essay between their own viewpoint on a social justice issue and that of a character studied
    - an opinion essay on the issue from their own point of view or that of a character
    - a letter to a character refuting or supporting their point of view on the issue
    - a story describing what happens when two characters meet or a character is placed in a difficult situation
    - a story describing how the character(s) and issue might be different either 100 years in the past or future
    - an essay discussing how a character's viewpoint is revealed through a particular work and what message the author was trying to convey
    - a letter recommending a character for a volunteer position at an appropriate organization
- The teacher will encourage students to examine previous writing assignments in their writing folder or course portfolio for format and teacher feedback.
- Students will work through the writing process to produce their written piece.
- The teacher will monitor completion of each stage of the writing process through a checklist.
- The teacher will inform students that their written work will be marked for mechanical precision and particular value will be placed on the correct usage of subject/verb agreement; adjective and adverb phrases; adjective, adverb, and noun clause; participle; semi-colon.
- If time permits, teacher may have students share their written work in small or large groups.
- Students will submit their final written product for evaluation.
- The teacher will assess the product using the assessment rubric for this assignment. (See Appendix N-2.)

Part G: Summing It Up (150 minutes)

- The teacher will conduct a review of the course for the purpose of preparing students for the final examination.

Assessment/Evaluation Techniques

Formative

- Collection of Character Issue Chart and assessment for completion and appropriateness of conclusion (WRV.03P)
- Student/teacher conference reviewing content of Character Issue Chart (WRV.03P)
- Checklist of individual completion of stages in the writing process, i.e., brainstorming, point form outline, first draft, finished product (WRV.03P, WRV.04P)

Summative

- Teacher assessment of oral presentation using oral presentation rubric (see Appendix N-4) (LIV.01P, LGV.02P, MDV.01P, MVD.02P)
- Teacher assessment of student writing using written assignment rubric (see Appendix N-2) (LIV.01P, WRV.02P, WRV.03P, LGV.01P)

Accommodations

- The teacher could provide a template of a particular writing format for students to use as a guide.
- The teacher could provide students in need of further challenge with the opportunity to independently research an issue and respond to it in writing.
- The teacher could break down the components of each assignment and arrange alternative submission dates as needed.
- The teacher should provide Braille and/or audiotaped instructions for students with visual impairment.
- Students who have difficulty empathizing with other characters' experiences may benefit from structured role play and modelling to facilitate their discussion.

Resources

copies of summative assessment rubrics for oral presentation and written assignment as well as assignment sheets (see Appendices N-1, N-2, N-3, N-4)

student texts and notes from previous units

available technology (e.g., VCR, video camera, audiocassette player, word processing, etc.)

local clergy, Board or school Chaplain

local Development and Peace representatives

senior students involved in school mission trip

various local, regional, and national news publications

CD ROM (e.g., *The Heart of Catholicism* compiled by Theodore E. James, 1997. ISBN 0-87973-293-8

Catholic Digest, Scarborough Missions publications, *Blueprints, Catholic Register*

Religion textbooks

Bible

Leitenberg, Gillda. *The Issues Collection*. Toronto: McGraw-Hill Ryerson Limited, 1993.

Encyclopaedia of Social Issues. Volumes 1-6. Toronto: Marshall Cavendish, 1997. ISBN 0-71614-0568-2

New Catholic Encyclopaedia. Volumes 1-14. Toronto: McGraw Hill, 1967.

Additional Appendices

Please refer to Appendices N-1, N-2, N-3 and N-4 for sample assignment sheets and rubrics for oral presentation and written assignment.

Appendix N-1

Culminating Writing Assignment Outline

TOPIC: Students will write on a social justice issue.

PURPOSE: Each student will demonstrate the ability to:

- write a selected form while adhering to the formats taught in previous units.
- adopt a specific position on the social justice issue and support the position with specific arguments.
- work consistently through the writing process.
- correctly use structures of standard Canadian English and its conventions of grammar and usage.
- identify a specific audience.
- write to engage and inform this audience.

AUDIENCE: To be identified by the writer prior to starting the writing process.

POINT OF VIEW: First or Third Person (determined by selected writing form)

FORMAT: Selected by student

LENGTH: 400 to 600 words

DUE DATES: Each student will be monitored for completion of writing process stages according to the following deadlines:

(a) Brainstorming
(b) Point Form Outline
(c) First Draft
(d) Final Product

ASSESSMENT: The teacher will keep a checklist of individual progress through the writing process. Each writing assignment will be assessed using the summative assessment rubric distributed.

Appendix N-2

Sample Rubric for Written Assignment

Categories	Level 1 (50-59%) (Limited)	Level 2 (60-69%) (Some)	Level 3 (70-79%) (Considerable)	Level 4 (80-100%) (Thorough)
KNOWLEDGE - knowledge of conventions of selected writing form - understanding of information, concepts and relationships in social justice issue	- demonstrates limited knowledge of conventions - demonstrates limited understanding of information, concepts and relationships	- demonstrates some knowledge of conventions - demonstrates some understanding of information, concepts and relationships	- demonstrates considerable knowledge of conventions - demonstrates considerable understanding of information, concepts and relationships	- demonstrates thorough knowledge of conventions - demonstrates thorough understanding of information, concepts and relationships
THINKING/INQUIRY - critical and creative thinking skills to develop opinion through point of view of character(s) - use of inquiry skills to analyse, interpret and conclude through point of view of character(s)	- demonstrates limited ability to think critically and creatively in writing - uses inquiry skills in a limited manner	- demonstrates some ability to think critically and creatively in writing - uses inquiry skills to some extent	- demonstrates considerable ability to think critically and creatively in writing - uses inquiry skills in a considerable manner	- demonstrates thorough ability to think critically and creatively in writing - uses inquiry skills thoroughly
COMMUNICATION - communication of ideas logically and appropriate to selected writing form - communication of ideas appropriate to selected audience and purpose	- demonstrates limited ability to communicate material logically and appropriate to selected form - demonstrates limited ability to communicate ideas appropriate to selected audience and purpose	- demonstrates some ability to communicate material logically and appropriate to selected form - demonstrates some ability to communicate ideas appropriate to selected audience and purpose	- demonstrates considerable ability to communicate material logically and appropriate to selected form - demonstrates considerable ability to communicate ideas appropriate to selected audience and purpose	- demonstrates thorough ability to communicate material logically and appropriate to selected form - demonstrates thorough ability to communicate ideas appropriate to selected audience and purpose
APPLICATION - correct application of standard language conventions (including: subject/verb agreement; adjective and adverb phrases; noun, adjective and adverb clauses; participles; semi-colon) - application of writing process - ability to apply English skills and knowledge to greater context of social justice issue	- demonstrates limited ability to apply standard language conventions - demonstrates limited ability to apply writing process - demonstrates limited ability to apply skills and knowledge to selected issue	- demonstrates some ability to apply standard language conventions - demonstrates some ability to apply writing process - demonstrates some ability to apply skills and knowledge to selected issue	- demonstrates considerable ability to apply standard language conventions - demonstrates considerable ability to apply writing process - demonstrates considerable ability to apply skills and knowledge to selected issue	- demonstrates thorough ability to apply standard language conventions - demonstrates thorough ability to apply writing process - demonstrates thorough ability to apply skills and knowledge to selected issue

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix N-3

Culminating Presentation Outline

TOPIC:	Students will fill out the Oral Presentation Contract after choosing a presentation format from one of the following options or another agreed upon by the teacher: • a public service announcement on the relevant issue • radio or television debate • talk show discussion • news magazine interview • conversation/dialogue between characters over dinner • peer mediation session • counselling session
PURPOSE:	Each student will demonstrate the ability to: • speak persuasively using the conventions and techniques of oral presentations. • adopt a specific position on the social justice issue and support the position with specific arguments. • speak correctly using the structures of standard Canadian English and its conventions of grammar and usage. • identify a specific audience and speak to persuade this audience.
AUDIENCE:	To be identified by the speaker prior to creating the presentation.
POINT OF VIEW:	First Person
FORMAT:	Oral Presentation with written and/or visual component.
LENGTH:	3-5 minutes
DUE DATES:	Each student will be monitored for completion of the creative process according to the following deadlines: (a) Brainstorming (b) Point Form Outline (c) Creation of written and/or visual product (d) Final Presentation
ASSESSMENT:	The teacher will keep a checklist of individual progress throughout this process. Each presentation will be assessed using the summative assessment rubric distributed.

Oral Presentation Contract

Issue: ______________________ Chosen Format: ______________________

Responsibilities of Presenters: ______________________

Student Signature(s): ______________________ Date: ______________

Teacher Signature: ______________________ Date: ______________

APPENDIX N-4

Sample Presentation Rubric

Categories	Level 1 (50-59%) (Limited)	Level 2 (60-69%) (Some)	Level 3 (70-79%) (Considerable)	Level 4 (80-100%) (Thorough)
KNOWLEDGE - knowledge of conventions of oral presentation - understanding of information, concepts and relationships in topic	- demonstrates limited knowledge of conventions - demonstrates limited understanding of information, concepts and relationships	- demonstrates some knowledge of conventions - demonstrates some understanding of information, concepts and relationships	- demonstrates considerable knowledge of conventions - demonstrates considerable understanding of information, concepts and relationships	- demonstrates thorough knowledge of conventions - demonstrates thorough understanding of information, concepts and relationships
THINKING/ INQUIRY - critical and creative thinking skills	- demonstrates limited ability to think critically and creatively in oral presentation	- demonstrates some ability to think critically and creatively in oral presentation	- demonstrates considerable ability to think critically and creatively in oral presentation	- demonstrates thorough ability to think critically and creatively in oral presentation
COMMUNICATION - communication of ideas logically and appropriate to medium - communication of ideas appropriate to audience	- demonstrates limited ability to communicate material logically and appropriate to medium - demonstrates limited ability to communicate ideas appropriate to audience	- demonstrates some ability to communicate material logically and appropriate to medium - demonstrates some ability to communicate ideas appropriate to audience	- demonstrates considerable ability to communicate material logically and appropriate to medium - demonstrates considerable ability to communicate ideas appropriate to audience	- demonstrates thorough ability to communicate material logically and appropriate to medium - demonstrates thorough ability to communicate ideas appropriate to audience
APPLICATION-correct application of standard language conventions - application of conventions and techniques of oral communication - application of conventions and techniques of media	- demonstrates limited ability to apply standard language conventions - demonstrates limited ability to apply conventions and techniques of oral communication - demonstrates limited ability to apply conventions and techniques of media	- demonstrates some ability to apply standard language conventions - demonstrates some ability to apply conventions and techniques of oral communication - demonstrates some ability to apply conventions and techniques of media	- demonstrates considerable ability to apply standard language conventions - demonstrates considerable ability to apply conventions and techniques of oral communication - demonstrates considerable ability to apply conventions and techniques of media	- demonstrates thorough ability to apply standard language conventions - demonstrates thorough ability to apply conventions and techniques of oral communication - demonstrates thorough ability to apply conventions and techniques of media

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.